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ABSTRACT

This model of teacher supervision was designed to improve instruction in the Aspinwall Elementary School in the Fox Chapel School District, Pittsburgh, Pennsylvania. The project sought to accomplish three things: improve the achievement level of underachieving students, increase teacher instructional effectiveness, and change the teachers' perception of the principal's supervisory behavior. Treatment included a diagnostic assessment of the students' specific skill deficiencies and a self-evaluation of the teachers. A prescriptive approach was used with the students, and two commercially published criterion reference programs were utilized. Teachers wrote goals in the form of a behavior checklist and these goals were monitored by using a modified clinical supervision approach. Evaluation of the project suggested that the model could improve achievement, and teacher and administrator performance. The appendix includes samples of the materials needed to conduct a similar program. (Author/JM)

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DEVELOPMENT AND IMPLEMENTATION OF A GOAL-ORIENTED MODEL OF SUPERVISION

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by

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Individual Practicum Report	John Gorsin, Principal
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PREFACE

The Fox Chapel School District has established the major goal of the principal as being the improvement of instruction through supervision of teacher performance in the classroom. With this goal in mind, the Goal-Oriented Model of Supervision was developed and implemented at the Aspinwall Elementary School in the Fox Chapel School District, Pittsburgh, Pennsylvania. This model is based on a concept of supervision which sees the supervisor as a person of vision. The model sees the supervisor as an integral member of a school faculty, who is in touch with teachers, who cares about the people involved, who cares about the students, who is able and willing to lead others in self-improvement.

The writer was required to serve as a model in the developmental stages of the project, willing to be evaluated by the staff, and then to develop a set of procedures to improve. If the supervisor wants teachers to improve, then the supervisor must show, by example, that it is possible to improve.

The approach defined in this report is, indeed, demanding. The evaluation and conclusions of the practicum prove that the approach can realistically be implemented in a school facility.

The cornerstones of the approach are self-evaluation, teacher behavior checklist, classroom activities, and teacher conferences. These serve a multi-facet approach to improve instruction by improving the performance of students, teachers and the principal.

CHAPTER I

PROBLEM OR NEED

Aspinwall Elementary School in the Fox Chapel School District, Pittsburgh, Pennsylvania, is a suburban school with a student population of three-hundred eighty and a total staff of thirty-two. Twenty-three of these professionals are assigned or based at Aspinwall. Presently, the principal evaluates all staff that are either full-time or based in the building. There are seven elementary schools, two junior high schools, and one senior high school in the district.

The writer was principal of Aspinwall Elementary School and has been employed in the district for a period of three years. During the 1977-1978 school year, the writer and the senior high school principal developed and conducted a series of meetings for the principals in the district to increase their skills in supervision. Treatment included administrators focusing on specific behavior within the framework of a planned and sequential series of in-service training activities.[1] As a result of that effort, many different supervisory techniques were tried with the staff at Aspinwall Elementary School. The first approach to observation and supervision of the teachers was to go into the classroom unannounced. The teacher's performance was evaluated according to predetermined criteria such as preparation, technique, and student reaction. The second approach involved meeting with the teacher prior to the observation to develop the lesson plan cooperatively. The observation focused only on a mutually agreed upon lesson plan. A post-observation conference was scheduled to discuss the teacher's success in carrying out the plan. The third approach to supervision involved teacher self-analysis, mutually agreed upon objectives and pre-conference observation-post conference techniques.

A series of meetings with principals in the district resulted in a number of all-agree statements that now serve as the basis for a supervision rationale within the district. Prior to that time, no direction was given to principals in clarifying expectations or responsibilities in the supervision of staff. Currently there is no system of supervision which serves as the basic need for this effort at Aspinwall Elementary School.

A review of articles written about supervision indicates a need exists generally in education for a clearer, practical application of the supervisory process in education. Sergiovanni observed that:

> Supervision is a neglected art in need of revival...The evidence is mounting that significant changes in school effectiveness will not come about as a result of increasing salaries of teachers, decreasing class size, introducing new materials, beefing up the academic training or certification credentials of teachers, reducing the work load, introducing clerical assistance, using performance contracts and the like. ...The highly motivated teacher must become a high priority concern of supervisors.[2]

Teachers are less and less inclined to respond seriously to supervisory authority unless it is coupled with competence and is of value in the classroom. Croft found that teachers will more often solicit help from colleagues rather than administrators on important professional issues and that they tend to see the principal as the person who works mainly with budgets, public relations, and keeping the school together.[3] Other studies tend to support this perspective. Young and Heichberger found that 82 percent of teachers surveyed felt there was a real need for supervision in their schools. Although 70 percent of the same group indicated that they often see such supervision and evaluation as dangerous and threatening.[4]

The evaluation of the supervisory process as currently practiced in the district ignores objectives, utilizes a simple design, obtains data from three processes, and is implemented by the building principal as one more year-end responsibility. The three sources of data usually include: (a) pupils' scores on standardized tests, (b) a write-up following three classroom observations, and (c) the completion of a judgemental checklist of behaviors not related to data-producing instruments to measure teacher performance.

The standardized tests administered in the schools received little attention other than as a quick reference to a problem a child was having or as a spot check for teacher convenience. Nothing was clearly done with the teachers to define what could be accomplished instructionally by the principal. The teachers did not develop specific strategies to improve the student achievement levels in their classrooms. Because of this lack of planning, learning outcomes for students were often not realized. Among those that were realized, some could not be justified. Most of what was done consisted of a little of this and a little of that, a planning session here, a conference with the counselor there; none of which was systematically related to a cumulative plan designed to help students achieve learning objectives. A need existed then, for the principal to help the teachers develop a prescriptive approach with students experiencing difficulty. The plan will be defined specifically in Chapter III, pp. 33-37 , "Strategy." The writer views the approach as the necessary linkages that would direct the teachers toward identifying students' errors in reading and mathematics and applying corrective teaching skills at the point of error.

A testing program was developed during the 1975-76 school year. Stanford Achievement Tests are administered to the students in grades two through six once a year. Annually, the SRA Primary Mental Abilities Test is administered only to students in the first and fourth grades in May. To have an updated intelligence quotient score, all grades were tested to compute an expected achievement level for students. The over-all screening process compared the expected functioning level as determined by I.Q. with achievement scores in math and reading. The expected achievement was computed using the formula: Years in school times I.Q., plus 1.0. The writer was able to identify a percentage of students' scoring below their expected achievement level in both math and reading. The results of the testing are shown in Table 1.

TABLE 1

Stanford Achievement Test Results (1976-1977)

Grade	Student No.	I.Q. Score	E.A.	Reading	(Difference)	Math	(Difference)
2	1	99	2.0	1.7	-.3	1.5	-.5
	2	125	2.2	1.6	-.6	1.5	-.7
	3	115	2.2	1.8	-.4	1.6	-.6
	4	106	2.0	1.5	-.5	1.4	-.8
	5	111	2.1	1.5	-.6	1.4	-.7
	6	100	2.0	1.6	-.4	1.6	-.4
	7	100	2.0	1.6	-.4	1.5	-.5
	8	81	1.8	1.4	-.4	1.5	-.3
	9	100	2.0	1.5	-.5	1.6	-.4
	10	114	2.2	1.7	-.5	1.4	-.8
	11	108	2.1	2.1	0	1.6	-.5
	12	91	1.9	1.6	-.3	1.4	-.5
	13	106	2.0	1.6	-.4	1.5	-.5
	14	114	2.1	1.7	-.4	1.4	-.3
	15	98	2.0	1.9	-.1	1.5	-.5
	16	99	2.0	1.8	-.2	1.5	-.5
	17	93	1.9	1.6	-.3	1.4	-.5

TABLE 1 (Continued)

Stanford Achievement Test Results (1976-1977)

Grade	Student No.	I.Q. Score	E.A.	Reading	(Difference)	Math	(Difference)
3	18	108	3.2	2.5	-.7	2.4	-.8
	19	99	3.0	2.2	-.8	1.8	-1.2
	20	93	2.0	2.5	-.4	2.5	-.4
	21	120	3.4	3.3	-.1	2.3	-1.1
	22	101	3.0	2.6	-.4	2.5	-.5
	23	101	3.0	2.6	-.4	2.3	-.7
	24	119	3.4	2.6	-.8	2.3	-1.1
	25	115	3.3	2.7	-.6	2.7	-.6
	26	114	3.3	3.0	-.3	3.0	-.3
	27	93	2.9	1.5	-1.3	1.4	-1.5
	28	111	3.2	2.7	-.5	1.8	-.4
	29	100	3.0	2.5	-.5	2.0	-1.0
	30	125	3.5	2.4	-1.1	2.1	-1.4
	31	99	3.0	1.5	-1.5	1.4	-1.6
4	32	96	3.8	3.9	-.1	2.0	-1.8
	33	109	4.3	3.5	-.8	2.7	-1.6
	34	89	3.7	3.3	-.4	3.6	-.1
	35	110	4.3	2.6	-1.7	2.3	-1.0
	36	111	4.3	3.6	-.7	3.2	-1.1
	37	90	3.7	1.5	-2.2	1.8	-1.9
	38	110	4.3	3.7	-.6	3.0	-1.3
	39	102	4.0	2.8	-1.2	3.3	-1.3
	40	93	3.9	3.5	-.4	3.0	-.9
	41	101	4.0	2.9	-1.9	2.8	-1.2
	42	108	4.3	3.0	-1.3	3.2	-1.1
	43	101	4.0	3.2	-.8	3.3	-.7
	44	106	4.2	4.2	-0	3.8	-.4
	45	87	3.6	2.6	-1.0	2.9	-.6
	46	99	4.0	3.1	-.9	2.3	-1.7
	47	119	4.7	4.1	-.6	4.0	-.7

TABLE 1 (Continued)

Stanford Achievement Test Results (1976-1977)

Grade	Student No.	I.Q. Score	E.A.	Reading	(Difference)	Math	(Difference)
5	48	96	4.8	4.4	-.4	3.4	-1.4
	49	105	5.2	3.5	-1.7	3.4	-1.8
	50	79	4.2	2.4	-1.8	2.5	-1.7
	51	76	4.0	3.2	-.8	2.0	-2.0
	52	91	4.6	3.3	-1.3	2.7	-1.9
	53	110	5.4	4.6	-.8	4.4	-1.0
	54	92	4.6	3.8	-.8	3.0	-1.6
	55	110	5.4	4.4	-1.0	5.0	-.4
	56	109	5.4	4.1	-1.3	4.8	-.6
	57	108	5.4	3.3	-1.1	4.2	-1.2
	58	106	5.2	4.8	-.4	4.4	-.8
6	59	88	5.5	4.4	-1.1	2.4	-3.1
	60	95	5.7	4.4	-1.3	4.7	-1.0
	61	100	6.0	5.0	-1.0	4.8	-1.2
	62	96	5.8	5.2	-.6	4.8	-1.0
	63	105	6.3	4.5	-1.8	4.1	-2.2
	64	91	5.5	4.2	-1.3	5.3	-.2

The information in Table 1 indicates that sixty-four students or sixteen percent of the student population were scoring below their expected achievement levels in mathematics and reading. These sixty-four students served as the target population for the project. The number of students in the target population range from eleven to seventeen in grades two through five to six students in grade six.

The writer searched the literature to find possible causes for the students not scoring according to their expected achievement level. The specific research which is the basis of the writer's conclusions is recorded in Chapter III, "Strategy", pp. 28-33 of the report. Among all of the factors that are reported as possible causes of low achievement, the group of conditions classed as educational stand out. The instructional program is a vial factor in achievement. The vast majority of cases are the result of faulty learning or lack of educational adjustment of one sort or another. As the children progress through the grades, some fail to learn the essential skills. Although the educational causes for this low achievement could be discussed separately in the project, it must be supposed that they do not operate in isolation.

Based upon observation, there occurred a lack of adjusting the teaching to the needs of these students scoring below their expected achievement level. The extreme complexity of the learning process provided numerous opportunities for the student to get into difficulties.

The range in I.Q. scores of the target population was 76 to 125. The greatest variation as to grade level was in the second grade, 81-125. The writer used the formula method to classify students according to intelligence. This method is discussed in Chapter III, page 50 in detail.

The target population scores in reading ranged from 0 to 2.2 below expected achievement. In math the range was from .3 to 3.1 below expected level. The greatest variation was in grades 4, 5 and 6, which is consistent with the research in Chapter III, page 50. Coupled with this is the factor of effective training.

Based on interviews with teachers, classroom observations, and reports from observations completed by the Reading Supervisor and Director of Elementary Education, the writer concluded that there were a number of factors contributing to the effectiveness in meeting the needs of these students. Interviews with teachers indicated that curriculum requirements take a great deal of time; consequently, they were unable to individualize instruction for the underachieving students. At the same time, the writer observed materials used with these youngsters that were too difficult for their level of ability. Coupled with these conditions, the students were pushed through materials too rapidly to demonstrate proficiency in the skills being taught. Use of materials and methods that appear dull and unimportant constitute another aspect of ineffective teaching. In checking the teachers' lesson plans, there was an indication that lessons were not well thought out. Inconsistencies existed between objectives, methods and materials being used in relation to the needs of the student.

No pattern of action is valid for the entire student target population not achieving according to expectation in general because each case is unique. Several studies reviewed pointed to the close relationship between administrative behavior and school productivity. These studies are recorded in Chapter III, "Strategy," pp. 31-32 of the report. A need existed to develop an individualized prescriptive approach, to be used with students scoring below their expected achievement level. Also, a need existed for the writer to develop, initiate and monitor the approach. A criterion-referenced program was planned for use in both reading and mathematics to determine the students' weaknesses. In researching the various criterion-referenced programs the writer decided to use the "Criterion Reading Program", published by Random House, in reading and "Key Math", published by American Guidance Service, In., in mathematics. Both programs emphasized precise diagnosis followed by intensive instruction using a wide variety of instructional materials. Because of the amount of time it would take to test the students, the writer decided to use a test-teach-test procedure. Consequently, specific skill deficiency data were not available in the proposal stage but are included in the report. The step-by-step process including forms is defined in the procedure section of the report.

The writer was principal for eight years. During this time he completed several courses and conducted workshops for administrations in supervision. The principals are directed to observe each professional staff member a minimum of three times and to complete the forms in appendix D, pp. 105-106. There is no written philosophy or other procedures for the supervision of professional employees. The writer used many data collection instruments in relation to the required observations and requested the Reading Supervisor and Director of Elementary Education to observe teachers to validate conclusions that ineffective teaching was a contributing factor to the target population scoring below expected achievement level.

In general, observation systems have provided a mechanism for describing the role of the teacher as it exists, in contrast with descriptions found in education literature. Descriptive research using observation systems indicated that the role of the teacher appears to be exceedingly consistent across grade levels, subject matter areas and geographic regions. This research is contained in Chapter III, "Strategy," pp. 38-41. The majority of the systems used define specific predetermined categories such as "teachers' questions" or "pupils' response". The writer used the seven dimensions found in Mirrors for Behaviors: An Anthology of Observation Instruments to observe the teachers during the 1978-1979 school year. The seven dimensions represent components of the various data collection observation instruments available. The strategy for the selection of the dimensions is expanded in Chapter III, pp. 44-47. The dimensions and sub-components are defined as follows:

Participation: Amount and Kind - As long as schools continue to be places where students are congregated into groups and a "teacher" lectures to and in other ways controls that group, the ability to involve the total group will be important. Here are some possible criteria:

1. demonstrate the ability to deal with a variety of number of pupils.
2. demonstrate the ability to establish climate where all pupils are free to participate.
3. demonstrate the ability to provide for individual differences.
4. specify and demonstrate the ability to vary the amount of teacher talk in the class, and the amount of student talk.
5. select and elicit appropriate kind of pupil talk to meet a specific goal.

Cognitive Level -

1. vary the kind of cognitive processing taking place in the classroom setting.
2. induce pupil talk and writing on a wide variety of cognitive levels.
3. use a logical sequence of cognitive processes with students by moving students through some cognitive sequences.
4. demonstrate knowledge of problem-solving structures and utilize these structures with students by using some general problem-solving sequence.

Affective Climate -

1. On the assumption that the "affective climate" of the classroom is in large measure controlled by the teacher behavior, exhibit the use of emotionally supportive behaviors and limit the use of emotionally non-supportive behaviors.

2. exhibit non-judgmental behaviors and delimit the use of judgmental behaviors.

Classroom Control - Classroom control procedures are of two basic types: those which are teacher-control oriented, and those which are basically pupil self-control oriented. No classroom represents a pure variety of either type.

1. control procedures demonstrates predominately teacher-oriented control.

2. demonstrates ability to encourage, reaffirm and maintain climate for student self-control.

Pupil-Pupil Interaction -

1. induce climate of information sharing among pupils.

2. help pupils develop increased skills of effective communication.

3. develop a variety of pupil roles in the classroom, among them initiator, respondent, helper, information-retriever, clarifier, supporter, confronter, summarizer, process observer.

4. encourage activities in which pupils learn about their own participation in the learning process.

Personal Relations - Exhibit the ability to assume a variety of roles and a variety of behaviors within those roles in relationship to school personnel other than students, such as colleagues, parents, school administrators, in order to optimize his effectiveness with pupils.

Classroom Methods - Demonstrate the ability to deal with a variety of classroom methods.

Clearly these are not all of the classroom variables but served only as a basis or foundation for evaluation in relation to the target population.

Table 2 summarizes the three classroom observations made by the writer. The seven dimensions are listed and the number of times the area was judged to be in need of improvement. Competency as to each dimension of teacher performance was determined if the item appeared on all three of the observations. The specific areas that needed to be improved are recorded on the "Teacher Self-Evaluation Form" shown in Appendix A, pp. 86-92 , which was the same instrument used during the observations.

TABLE 2

Observation Evaluations

Areas Which Needed to be Improved by Teachers

Dimensions	No. of Times Listed by the Evaluator
Participation: Amount and Kind	26
Cognitive Level	6
Affective Climate	9
Classroom Control	12
Pupil-Pupil Interaction	6
Teacher Role Flexibility	5
Classroom Method	5
	69 Total Observations

Table 2 indicates that a total of sixty-nine observations were used to judge the competency of twenty-three teachers in the seven dimensions. The area most frequently observed as needing improvement was in Participation.

The verbal responses of teachers were judged to be ineffective twenty-six times. These teachers dominated the amount of talk taking place and asked inappropriate questions. It was found that teachers used an inappropriate cognitive process six times either in sequencing or phrasing questions with the students. Nine observations indicated that teachers need to use more emotionally supportive behaviors when dealing with students. Classroom control was the second greatest identified weakness. Teachers were purely using teacher-oriented control techniques. This creates problems when the teacher is not directly working with the student in the target population. Teacher-dominated classrooms do not encourage pupil-pupil interaction. The pattern of response observed was teacher-student-teacher requiring one or two word answers. Parent-teacher conferences within the district were part of the process used to report student progress. Teachers used inappropriate behaviors five times with the parents in reporting this progress. Teachers in the building had a tendency to use a one-method approach to teaching Five different observations indicate that an inappropriate technique was used in relation to the objectives of the lesson. In all areas defined, an inconsistency existed in what was intended and what actually was done.

Based on the information generated from sixty-nine observations. a need existed for the writer to develop a supervisory system that would improve the performance of teachers specifically, but not exclusively, in these areas.

To further substantiate that a need exists to improve teachers' performance, a teacher self-evaluation instrument (Appendix A, pp. was administered on a volunteer basis at a teacher's meeting on

August 29, 1979. The self-evaluation was completed by twenty-three full-time teachers based at Aspinwall Elementary School. The same instrument was used for this self-evaluation as was used by the writer in observing the teachers. The strategy for its use is contained in Chapter III, "Strategy". Table 3 lists the dimensions and the number of times the evaluator, based on observations, reported teachers need to improve. Also, the table indicates the number of times the teachers, based on the self-evaluation, reported "need to improve

TABLE 3

Pre-Self Evaluation Results

Dimensions	Evaluator Reporting "Need to Improve" (Table 2)	Teachers Reporting "Need to Improve"
Participation: Amount and Kind	26	18
Cognitive Level	6	8
Affective Climate	9	12
Classroom Control	12	12
Pupil-Pupil Interaction	6	8
Teacher Role Flexibility	5	4
Classroom Method	5	10

The results of the self-evaluation indicate that in each dimension the number of teachers reporting "need to improve" are close to the number of times the writer indicated a need for improvement. The linkage between the need to improve the performance of the teachers and the target population will be in the objectives written by the teachers. The teachers have written objectives in relation to their self-evaluation. Each teacher has written objectives to improve the achievement of students not scoring according to their expectancy. Also, based on the number of teachers responding to the self-evaluation, the writer concluded that a level of acceptance for evaluation exists among teachers. Recent professional writing reflected this more acceptable focus. Hans Anderson suggests that the supervisor's role should be that of facilitating self-evaluation by the teacher and that the relationship should be one of mutual respect.[5] William Goldstein urges agreement on areas of improvement in teacher performance for the year and periodic observations to render help where possible with a supervisor-teacher meeting at the end.[6] He suggests further that this gives teachers a voice in their own destiny. William Gaslin indicated the evaluation was received enthusiastically and brought about changes in administrative performance.[7] Further, supportive research to correlate self-evaluation and improved teacher performance as an approach to improve student achievement is shown in Chapter III, "Strategy", pp. 42-45.

During the last week of April, 1978, the thirty professional staff members were requested to evaluate the performance of this writer by responding to a questionnaire (Appendix B, pp. 94-97). This questionnaire was used in a staff evaluation of the administrative team of Marshall University High School in Minneapolis, Minnesota. The questionnaire was modified by the writer to serve as a preliminary need assessment. The teachers were informed that it was an effort to improve the instructional leadership and management in the school.

The questionnaire was distributed to the teachers at a faculty meeting and completed on a volunteer basis. Part I attempts to gain background information to see if a relationship exists between the teachers' years of experience and the supervisory process. The writer thought Part I would produce teacher apprehension concerning the anonymity of the questionnaire. Based on a discussion with the teachers, the number that completed the questionnaire and the number of teachers that signed their names, the concern was unfounded.

Part II of the questionnaire evaluates the quality of the teachers' relationship with the writer. Items in this section include the perceptions of openness, ability as a leader, and general effectiveness in a wide variety of situations.

The second and third goal of the questionnaire was to measure the teachers' perceptions of the extent and quality of the administrator's contact with students and parents. Also, information on the teachers' perceptions of the writer in the area of building management and instructional leadership is provided.

Serving as a preliminary needs assessment, thirty teachers responded to the questionnaire. A forced response of either satisfactory or needs improvement was required to answer each item. Table 4 shows, in percentages, how the teachers responded to the questionnaire. Only the items that identified an area that needed improvement are shown in the table. These are items in which 50 percent or more of the teachers responded that the writer's performance needs improvement.

The results did not show a relationship between response to the items and years of experience in either the building or totally in education.

TABLE 4

Teachers' Evaluation of Administrative Performance

Item No.	Response: Satisfactory	Response: Needs Improvement
Part II		
4	34%	64%
5	24%	76%
8	40%	60%
9	44%	56%
10	16%	84%
13	48%	52%
15	40%	60%
17	25%	75%
21	37%	63%
Part III		
30	32%	68%

Based on the perceptions of the teachers, ten areas of improvement were identified. In those areas 50 percent or more of the teachers responded to the item as needs improvement. The analysis of the items indicated the writer's need to develop a system in which more time can be spent working individually with teachers. The system should address itself to faculty input and cooperative planning. The emphasis of this approach needed to be the satisfactory progress of students in class. Using these variables the writer would change his performance which would reflect a more positive perception by the teachers.

The Leader Behavior Description Questionnaire, Form XII (Appendix C, pp. 99-103) referred to as L.B.D.Q., was administered to the twenty-three teachers as a more comprehensive instrument to be used in obtaining descriptions of the writer by the teachers whom he supervises. No effort was made by the writer to identify the teachers responding to the L.B.D.Q. The Leader Behavior Description Questionnaire yields twelve teacher subscales and one-hundred items. Each teacher was to indicate his response by drawing a circle around of of five letters (A, B, C, D and E). The scoring of each item numbers corresponding to the letters (5, 4, 3, 2 and 1). There were twenty items that used the reverse scoring process (1, 2, 3, 4 and 5). Each item is assigned to a different subscale. The total possible points for a five-item scale was 690 and for a ten-item subscale was 1150. Brief definitions of the subscales are listed below:

1. Representation - speaks and acts as the representative of the group. (5 items)
2. Demand Reconciliation - reconciles conflicting demands and reduces disorder to system. (5 items)
3. Tolerance of Uncertainty - is able to tolerate uncertainty and postponement without anxiety or upset. (10 items)
4. Persuasiveness - uses persuasion and argument effectively; exhibits strong convictions. (10 items)
5. Initiation of Structure - clearly defines own role, and lets followers know what is expected. (10 items)
6. Tolerance of Freedom - allows followers scope for initiative, decision, and action. (10 items)

7. Role Assumption - actively exercises the leadership role rather than surrendering leadership to others. (10 items)

8. Consideration - regards the comfort, well being, status, and contributions of followers. (10 items)

9. Production Emphasis - applies pressure for productive output. (10 items)

10. Predictive Accuracy - exhibits foresight and ability to predict outcomes accurately. (5 items)

11. Integration - maintains a closely knit organization; resolves intermember conflicts. (5 items)

12. Superior Orientation - maintains cordial relations with superiors; has influence over them; is striving for higher status. (10 items)

A more comprehensive report of the L.B.D.Q. is discussed in Chapter III, "Strategy," pp. 45-47. Table 5 shows the results of the questionnaire:

TABLE 5

Pre-Administration of the L.B.D.Q.

Subscales	Total Point Score	Possible Point Score
1. Representation	345	690
2. Demand Reconciliation	365	690
3. Tolerance of Uncertainty	690	1150
4. Persuasiveness	700	1150
5. Initiation of Structure	670	1150
6. Tolerance of Freedom	800	1150
7. Role Assumption	850	1150
8. Consideration	750	1150

TABLE 5 (continued)

Pre-Administration of the L.B.D.Q.

Subscales	Total Point Score	Possible Point Score
9. Production Emphasis	850	1150
10. Predictive Accuracy	370	690
11. Integration	325	690
12. Superior Orientation	900	1150
TOTAL	7615	TOTAL 11960

The L.B.D.Q. yields a total possible point score of 11,960. The results of administering the questionnaire to the teachers yielded a point score of 7,615. This score represents 64 percent of the total possible points value. Based on the results of the L.B.D.Q. and past experiences with the staff, a score of 7,615 reflected a "safe way" to respond to a questionnaire. The score in each dimension did not indicate a strong positive perception. In the judgement of the writer, an increase in the actual point score would reflect a positive change in the behavior of the writer as viewed by the teachers. To change the teachers' perception a vehicle was needed to modify the behaviors of the writer which will in effect change the teachers' perceptions.

As indicated earlier in the report (pp. 1-2), the writer experimented with three strategies in working with the teachers. Essentially, the strategies involved two systems: The first consisted of using the district evaluation (Appendix D, pp. 105-106) and the second was by means of using a pre-conference observation-post conference system. The writer found that greater demands were placed on his time as a result of using the second system. A review of a number of articles concerning the roles of supervisors indicated that lack of time to supervise instruction because of paper work had been cited most frequently as a source of frustration. As a result of this press for time it was particularly important to determine the amount of time spent on various aspects dealing with supervision at the beginning of the practicum. A simple means was devised to record the amount of time spent in supervision, which is recorded in Chapter III, "Strategy," pp. 48-49.

An analysis of the results indicated that the writer was spending 51 percent of the time on areas that could be categorized as administrivia. These are in the areas of general office work, record keeping, and writing reports. Only 25 percent of the time was spent in actual classroom observations. A minimal 4 percent was used in actual individual conferences with teachers concerning instruction. In analyzing the remaining areas, none were related to the actual teaching of a lesson. These would include housekeeping chores such as:

room temperature,
equipment in need of repair,
lack of supplies, etc.

The purpose of the project was to improve the instruction for the students not scoring according to the expected achievement level. To accomplish this end a multi-facet approach was utilized emphasizing the following needs:

1. A need existed for a model of supervision to be developed and implemented which would emphasize goals as a result of teacher self-analysis in cooperation with the principal.

2. A need existed to improve the supervisory performance of the principal at the Aspinwall Elementary School.
3. A need existed to improve the achievement of students not performing according to expectancy using a prescriptive approach.
4. A need existed to increase the amount of time the principal spent supervising.

CHAPTER II

OBJECTIVES

Objectives are the key to translating problems into programs. In order to minimize the problems that were defined at Aspinwall Elementary School, the objectives of the project were selected because they, in the judgement of the writer, best satisfy the determined needs.

A goal-oriented model of supervision was developed and implemented with twenty-three teachers at Aspinwall Elementary School during the 1978-1979 school year. The objectives for the project were:

Process

1. Applying the previously completed self-evaluation and criteria supplied by the principal, 100 percent of the teachers will write objectives based on the assumption that all target students will score at their expected achievement in math and reading.
2. The principal, using a four-item questionnaire in an interview, will analyze each teacher's view of the supervisory process at the beginning and again at the end of the practicum.

Terminal

1. Ninety percent of the sixty-four students scoring below their expected achievement levels will, through the goal-oriented model of supervision using a prescriptive approach, attain their expected level of

achievement in mathematics and reading as measured by a pre-post administration of the Stanford Achievement Test.

2. One-hundred percent of the teachers will report 90 percent improvement in each of the selected goals of teaching which will result in the students scoring at their expected achievement level as measured by a pre-post administration of the self-evaluation.
3. The perceptions of the principal's performance as viewed by the teachers through the goal-oriented model will result in an increase in the actual score from 64 percent to 90 percent of the total possible point score as measured by a pre-post administration of the L.B.D.Q.
4. The principal will increase the amount of time devoted to observation and conference activities with teachers from fifty-two hours to 212 hours during the practicum as measured by a pre-post analysis of time.

CHAPTER III

STRATEGY

In developing a strategy to meet the defined needs at Aspinwall Elementary School, a search of the literature was conducted. The literature provided a base for which each objective was formulated. For each objective, research is reported to support the strategy and the intended outcome as stated by the writer. Based on the information gleaned from the research, the writer, as indicated, decided that goal-oriented supervision was a viable approach to meeting the needs that existed.

The model reported assumes that the supervisor and evaluator are the same individual; that evaluation is a necessary component of supervison; that the ideal relationship between supervisor and teacher is related to school productivity; that supervision of instruction is the most important responsibility of the principal and has first call on his/her time and talents; that teachers themselves must be part of the process that defines objectives; and that appropriate teaching behavior moves learners towards established objectives.

Supervision began as early as 1800 with visits of school committees or board members for inspection purposes. This type of supervision was often regarded as authoritarian and sometimes punitive. As Neagley concluded in the mid-sixties, the supervisory process was dubbed "snoopervision" by teachers who rightly felt that the supervisor was present only to criticize and admonish. However, many teachers were hired or fired on the basis of these inspectorial visits.[8]

As a result of these visits teachers began to expect supervision to be punitive and threatening to their role as a professional. In the sixties Robert Goldhammer commented that:

> Despite some efforts by professional writers to free it from its watchdog origins, supervision remains a bugaboo for many teachers, an experience to be avoided at all costs. In common practice, supervision is still encumbered by threatening administrative sanctions: rating, promotion, tenure, salary increases, and for the student teachers, grades.
>
> Too often its principal misfortune is that in addition to failing to improve conditions of learning for children, supervision fails equally to enhance the teachers' dignity or for that matter, the supervisor's. Too often, the supervisory relationship is mutually thwarting. A second, most universal deficiency among supervisors, is their inability to deal with emotional ramifications of teaching, of learning to become a teacher, and of being supervised.[9]

Various studies have been conducted concerning the quality of supervision that classroom teachers receive. In a 1953 study by Wiles only 4 percent of the teachers in Indiana felt that the supervision was good. Of almost twenty-five hundred teachers who were asked about their sources for new ideas or changes in teaching practices only about 1.5 percent indicated their local supervisor as a source.[10] Data from a more recent study of teachers in the Philadelphia area reinforce that finding, suggesting that a sizeable percentage of teachers considered that the time they spent with their supervisors was "utterly wasteful."[11]

The conclusion that arises from these studies seems to be that most teachers have a view of supervision that is incongruent with its goals. They also see supervision as a part of the system that exists but does not play an important role in their professional lives.

Arthur Blumberg mentions other misunderstandings that exist between the teacher and the supervisor in a recent book, Supervisors and Teachers. As one solution he sees help as being very important to supervision and contends that three major conditions have to exist for the supervisory process to be productive.

> The teacher must want help, the supervisor must have the resources to provide the kind of help required or know where the resources may be found, and the interpersonal relationships between a teacher and supervisor must enable the two to give and receive in a mutually satisfactory way.[12]

For many years educators have been dissatisfied with the quality of supervision found in most schools. Although the role of the supervisor has shifted from inspector to evaluator, it must shift even further. According to Neagley and Evans, supervision must "become positive, democratic action aimed at the improvement of classroom instruction through the continual growth of all concerned--the child, the teacher, the supervisor and the parent or other interested lay person."[13]

Today education is being criticized, and the citizenry is clamoring for accountability. As a result, education has been seeking ways to satisfy its critics. One of the proposals for meeting this cry for accountability is an output-oriented supervision.[14] This type of supervision seeks to help teachers establish goals for behavior, move toward these goals, and maintain this behavior at the new level. Goldstein lists the following as results of goal-oriented supervision:

1. It involves the experienced teacher in determining his own professional destiny. He has a voice in what it is about him that will be judged.
2. At long last, it gives precision and focus to an experienced teacher's performance.
3. It dissolves the mystique surrounding evaluative subjectivity. Unfortunately, all bias cannot be

eliminated, but raw personal views constantly rendered can no longer masquerade under the heading of professional judgement.

4. It adds flexibility, individuality, and dignity to the supervisory process.
5. It forces self-evaluation on substantive issues connected with teaching.[15]

Experience has allowed the writer to become familiar with many of the problems which are currently described by professional educators. Goal-oriented supervision appears to offer a variety of ways to make supervision, as Neagley and Evans suggest, a more positive, democratic action aimed at the improvement of classroom instruction.[16] It involves the teacher in determining what about him will be judged and assists him toward becoming more self-directing, more responsive to, and acceptance of this model of supervision. The writer feels that the principles imperative to successful supervision are suggested by goal-oriented supervision.

In establishing the terminal objective to improve the achievement of the students not performing at their expected level, the writer researched a number of sources to determine which strategies should be taken into consideration to improve student achievement. Five key factors account for most of the research:

1. The students' inherited capacities to learn.
2. The learning experiences of students.
3. External resources used by students.
4. The students' desires to achieve in school.

5. The students' self-concepts of ability to achieve in school.

However, to be effective on improving student achievement, principals must be able to influence the behaviors of teachers through appropriate leadership strategies. For teachers to be effective in improving the achievement of students, they must affect the behavior of their students.

Castetter indicated that to lead is to guide the efforts of subordinates toward attainment of organizational objectives. As educational leaders, school principals are expected to guide the efforts of teachers to accomplish the desired ends of the school--student achievement.[17] The efforts of principals to influence the behavior of teachers toward improving student achievement should be directed at essentially the same variable factors identified earlier.

Principals should plan strategies to guide teachers toward higher student achievement by focusing on: (1) the learning experiences of teachers, (2) the external resources used by teachers, (3) the desire of teachers to improve student achievement, and (4) the teachers' self-concepts of ability to improve student achievement.

Effective leadership by principals is contingent upon acceptance by teachers of the leadership acts of principals. If principals are to guide the efforts of teachers toward higher student achievement, the teachers must respond in a positive way to the leadership of principals.

Etzioni identified three types of power (i.e., influence) used within organizations--coercive, remunerative, and normative.[18] Of these three, the remaining type of power left in the principal-teacher relationship is that of appealing to the norms of the education profession, the goals of the organization, and the values of the individual.[19] Even if such were not the case, other evidence points toward the exclusion of coercive and remunerative power.

According to McGregor, leadership is not a property of the individual, but a complex relationship among variables.[20] This description of leadership emphasizes the fact that principals can exercise leadership only in relationship to a specific situation. McGregor's Theory Y assumes the essential task of management is to arrange organizational conditions and methods of operation so that people can achieve their own goals best by directing their efforts toward organizational objectives.

The classic model developed by Guba and Getzels also illustrates the benefits accruing from integration of the individual needs with institutional expectations.[21] Herzberg's research led him to believe that only those conditions which enable workers to express their capabilities will motivate.[22] All of these sources indicate the importance of maintaining the integrity of the individual when exercising leadership.

Regardless of how leadership is exerted, if principals are to influence teachers toward improved student achievement, the teachers must respond in a positive manner to leadership acts of the principal. Fiedler considered this condition necessary.[23] Where subordinates do not accept their leader they are relatively indifferent to whatever actions he may take to guide their activities. By definition, the inclinations of teachers to respond to the principal in positive ways is affected by their attitudes toward him.[24] Those with positive attitudes tend to respond in positive ways--those with negative attitudes tend to respond in negative ways.

Though positive attitudes may facilitate effective leadership, this condition will not necessarily result in higher productivity. Teachers may have highly positive attitudes toward the principal and still the principal can be ineffective in improving student achievement. Positive attitudes simply are not sufficient to ensure increased production. As Schachter, Ellertson, McBride and Gregory demonstrated, groups with positive attitudes may be highly productive or very low in production.[25]

Studies of principal-teacher relations by Adkinson and student attitudes by Matthews gave impetus to the proposition that teachers' perceptions of the value principals place on student achievement affect their efforts to improve the achievement on students.[26,27] This position is based on the assumption that once positive attitudes toward the principal exist, then the teachers' inclinations will be to exert effort in those directions they perceive the principal as valuing highly. From this rationale it is hypothesized that the leadership acts of principals will be most effective when: (1) teachers have positive attitudes toward the principal and (2) perceive the principal as valuing student achievement highly.

The principal will be most effective in motivating teachers to stress student achievement in their classrooms when teachers have positive attitudes toward him and believe he values achievement highly. A similar relationship may hold for the effectiveness of teachers in motivating students to exert effort to achieve. If this relationship exists, then teachers will be most effective in motivating students when: (1) students have positive attitudes toward their teachers, and (2) believe their teachers value achievement highly.

There is some research which supports another route to improving pupil achievement. This strategy is based on studies which point out the relationship between administrative behavior and school productivity.

In Stogdill's (1974) exhaustive survey of the theory and research concerning leadership, he says in summary: "When teachers and principals are described high in consideration and structure, their pupils tend to make higher scores on tests of school achievement."[28]

Stogdill (1974) also points out that "consideration and structure are positively related to various measures of group cohesiveness and harmony...Consideration is related to low absenteeism, grievances, turnover, and bureaucracy."[29]

A study by Keeler and Andrews found that leader behavior of second level teachers (principals and cadre leaders) is significantly related to test achievement of followers. Forty-six schools were selected on the basis of a measure of productivity, location, size, scope, and the tenure of the principal. The productivity index was derived from grade nine departmental results and a scholastic aptitude test. The researchers stated:

> All of the statistics give strong support to the hypothesis that leader behavior of the principal, as perceived by his staff, was significantly related to the productivity of the schools...The weight of evidence supported the hypothesis that the morale of the staff of a school...was related to productivity.[30]

On the basis of research conducted thus far, the writer has concluded that student achievement can be improved if the principal conveys to the teachers that he values it. The question in developing the strategy for the project was: "What vehicle could be used to convey this message to the teachers?"

The Stanford Achievement Tests were used to develop the need for the project. Scores on these norm reference tests produced probably where the students had deficiencies. The project was designed to zero in on the specific difficulties of students in math and reading. De Boer and Leiber outlined many informal and formal diagnostic procedures that could be used to answer specific questions and provide insights into analyzing each child's strengths and weaknesses.[31]

During the past eight years Leiber has completed several series of field studies in diagnostic and prescriptive teaching in nine school districts serving 13,500 elementary students (K-8) and 450 teachers. Several conclusions from these studies are relevant to the project at Aspinwall Elementary School.

1. Diagnostic and prescriptive components were used successfully for varied developmental reading programs (linguistic, programmed reading, basal reader, language-experience, i.t.a.).
2. Teachers need to be assured that easily accessible, skill-labeled varieties of prescriptive materials are available, in order for them to become enthusiastic about diagnostic materials.
3. When teachers experience the furnishing of well-organized, varied media, their creativity is stimulated and desire to share new ideas with others is tremendously increased.
4. Most teachers need help with classroom organization -- flexible skill grouping -- before they can fully implement

diagnostic and prescriptive components of teaching reading.

5. Periodic group testing of the total school, using criterion referenced placement tests, accomplished by each teacher testing one level of the tests, is a more manageable plan for classrooms without aides than room based or completely individualized procedures. Informal administration of one-skill mastery tests works out well on the basis of small group needs.
6. Children are greatly aided in prescriptive learning by use of multimedia learning stations.
7. Provision of a resource teacher for leadership and demonstration in all of the above areas has been of inestimable value.
8. Prospective users of a diagnostic-prescriptive system have been greatly aided by viewing research schools in action, as well as participating in high involvement workshops.
9. The use of diagnostic-prescriptive procedures with provision of varied learning modes and media has decreased need for special education classes, reduced percentages of absenteeism and vandalism, and has increased numbers of involved, enthusiastic learners and their parents.

The notion of criterion referenced measurement has been popularized in journals and at various scientific meetings during the past decade. As a product of this movement, the criterion referenced test (referred to as CRT) has been proposed as an alternative to the more traditional norm referenced test (NRT). In theory, a criterion reference is used to identify an individual's status with respect to a previously established standard of performance, usually called a behavioral objective. This is contrasted to a norm reference test whereby an individual's performance must be identified with respect to the performance of others on the same test.

Attempts have been made to explore the application of a criterion referenced test. Coulson and Cogswell emphasized the need for criterion referenced tests with individualized instruction.[33] Glaser and Cox also emphasized the similar need when it is important to differentiate between those who have mastered the objectives and those who have not.[34] Millman advocated the use of a criterion referenced marking system for the reporting of student progress.[35] A suggestion was offered by Block that the maintenance of different standards is likely to maximize student learning depending upon the criterion by which the learning is operationalized.[35] Proger indicated that the flexibility of a criterion referenced test makes it appropriate for individualized instruction and very useful for evaluating handicapped children.[37] So it appears that the criterion referenced test should be considered a valuable measurement tool for classroom teachers with particular applicability in helping teachers individualize.

In the past year or so, several criterion referenced tests have emerged. *Criterion Reading and Math* published by Random House, *Fountain Valley Teacher Support System in Reading and Math* published by Zweig Associates and McGraw-Hill's *Prescriptive Reading and Math Inventory* are three such systems.

Criterion Reading and Math is composed of 450 specific skills collated from various systems and arranged hierarchically. Covering the skills encountered in grades one through six, the system provides tests for assessing students' skills. The testing procedure pinpoints skill weaknesses. The teacher prescribes an instructional process whenever a student fails to attain 90 percent proficiency on any skill criterion. Included are correlations with published materials so the teacher can provide instruction precisely for skill needs.

In the Fountain Valley Teacher Support System in Reading and Math, there are seventy-seven tests programmed on cassette tapes. Covering 277 reading and math skills for grades one through six, these tests are also self-administered and scored by the pupils.

McGraw-Hills's Prescriptive Reading and Math Inventory consists of four test levels for use with children having reading and math levels from 1.5 through 6. Ninety behaviors were selected for inclusion in the four levels. Because some of the behaviors are included at successive levels, a total of 155 measured behaviors is contained in the four levels, with each behavior being measured by approximately three or four test items.

The system is a group, untimed test that diagnoses specific skill deficiencies. Some prescriptions are available for use with the most widely used reading and math programs.

Unlike Fountain Valley, which has students listen to tapes and correct their own responses, this system is usually machine scored -- although if desired it can be hand scored -- and an Individual Diagnostic Map is provided about each student. Also made available is a Class

Diagnostic Map indicating the level of mandatory of each objective for the class as a whole and a Class Grouping Report identifying common deficiencies facilitating the teacher's formation of small instructional skill groups.

There are, as indicated, many types of diagnostic instruments available on the market today. The writer decided to use "Key Math" published by American Guidance Associates in mathematics, and "Criterion Referenced Test Program" published by Random House in reading. Two reasons account for this decision: First, the materials are in the building unused which would eliminate an expenditure. Second, the instructional objectives are highly correlated with the Stanford Achievement Test.

The success of Random House has been substantiated by data from all over the country. A northern New York community demonstrated that the program works as well with upper-class children as with disadvantaged. Results from Florida showed gains in vocabulary and comprehension of equal magnitude for disadvantaged and middle-class children. Results from Appalachia with severely deprived children who normally show less than half a year gain in a full school year, showed one-and-a-half year's gain in a half year. This result was measured after the two-month summer recess.[38]

Key Math is an individually administered test designed to provide a diagnostic assessment of skills in mathematics. The program is designed to provide four levels of diagnostic information. Each succeeding level provides more specific information about the subject's performance. By identifying the individual's strengths and weaknesses, a foundation is laid for tailoring an appropriate instructional program.

Test development and technical data for Key Math are extensive. Chronologically, the development can be divided into four stages: (1) early pilot testing provided the initial item pool and used traditional item-analysis procedures; (2) preparation of final item pool through extensive field testing with item data analyzed by the Rasch-Wright item-analysis procedures and correlated with subtest and total test scores; (3) calibration study based on 951 individually tested subjects, kindergarten through grade eight, analyzed by the Rasch-Wright procedures; (4) norming of the calibrated scale by item sample to provide grade equivalent scores for total test performance.[39]

Measuring teacher effectiveness through particular teaching acts has not been successful. As early as 1954 extensive studies of teacher effectiveness found little evidence that particular teaching acts were associated consistently with learner achievement. A. S. Barr conducted a review of the Wisconsin Studies of Measurement and Prediction of Teacher Effectiveness and found that the "good" teacher cannot be distinguished from the "poor" teacher on the basis of specific teacher behavior.[40] Smithman and Lucio agree that most of the studies have attempted to focus on analyzing the instructional means--what the teacher does--rather than on the outcomes which occur in pupil behavior as a result of instruction.[41]

However, since approximately 1960 there has been a trend toward studying teacher performance as a correlate of defined and predicted changes in pupil behavior--the outcomes of teaching acts--rather than studying teaching acts or particular teacher characteristics assumed to relate to teacher effectiveness. Evidence that measures of pupil achievement can serve as practical and effective indices of teacher performance has been presented by a number of investigators (Popham, 1968).

As Shaplin has said, many of us seriously underestimate the difficulties of teaching. We realize neither the subtlety of the learning expected, nor the related complexity of the processes of teaching which will produce this learning. The planning, process and analyses of teaching depend on findings, concepts and generalizations from many disciplines, subject fields, behavioral sciences and subdisciplines within education.[42]

In finding ways to determine the effectiveness of teachers through measuring pupil achievement, education has borrowed terminology and techniques from business-quality control, performance evaluation, accountability and management by objectives. In 1970 the West Hartford School District began to adopt them to their 16.6 million dollar-a-year business of education.[43]

According to Gallegos and Phelan, when industry found itself with jobs becoming more technical and with new methods and knowledge being developed constantly, it had to change the education within its organizational structure. Methods of instruction had to keep up with new educational developments. More education must be accomplished in less time. Instructors were being required to ask themselves, "Am I accomplishing with my instruction all that I had intended to accomplish? Can this be accomplished more effectively and more efficiently in any other way?" [44]

Efficiency and effectiveness cannot be determined until the behavioral changes which the instruction was intended to produce have been specified. Many industrial instructors like many educational instructors in search of efficiency and effectiveness very seldom specified the changes which they intended to make in the learners behavior.

In fact as Gallegos and Phelan state, instructors have not given sufficient thought to their product. Their emphasis has been upon content--what they teach--and their techniques--how they teach--and not on what the trainee learns.[45]

Instructors have been so much in the habit of emphasizing their content and technique that it is very difficult for them to change their methods to give more emphasis to what the trainee learns. Stimulated by the well known industrial necessity of "increased production"--more learning--at "decreased cost"--less teaching--, however, they are being forced to inspect and revise their methods. Trainee efficiency is of increasing importance. Specific behavioral changes in the learner in less training time is the mandate.[46]

Freedrich Edding's reaction to this economic principle as it applies to education is that educators and laymen should work toward accomplishing the principle of achieving..."optimal relation between cost and quality."[47]

James W. Popham reemphasizes the outcomes-oriented approach to education. He states:

> Because the criterion by which the success of an instructional process will be judged must be measurable learned behavior, the outcomes-oriented educator cleaves exclusively to objectives amenable to measurement. Whether they are called "performance objectives," "behavioral goals," or "operational objectives," they must be capable of post-instructional assessment."[48]

Inherent in these views is that the predicted changes of pupil behavior are outcomes of the teaching acts. Champagne contends that supervision seeks to help teachers to establish goals for behavior, move toward those goals, and maintain the behavior at the new level. If supervisors do not wish to help others to set and reach behavior goals, they should not be in the field.[49]

Mager cites the following advantages of objectives carefully stated in observable and measurable form:

> When clearly defined goals are lacking, it is impossible to evaluate a course or program efficiently...There is no sound basis for selecting appropriate materials, content, or instructional methods...An instructor will function in the fog of his own making until he knows just what he wants his students to be able to do at the end of the instruction...Unless goals are clearly and firmly fixed...tests are at best misleading; at worst, they are irrelevant, unfair, or useless...To be useful they must measure performance in terms of the goal. Unless the instructor has a clear picture of his instructional intent, he will be unable to select test items that clearly reflect the student's ability to perform the desired skills or reflect how well the student can demonstrate his acquisition of desired information...The student is provided with the means to evaluate his own progress and is able to organize his efforts into relevant activities.[50]

Cogan concludes that once the teacher is in command of these competencies, he has the additional advantage of knowing what student behaviors to reinforce. He can direct positive reinforcement to relevant behavior and avoid rewarding irrelevant and counterproductive activities. Similar advantages occur to the supervisor who is working with a teacher who clearly states his objectives: the teacher's specification of the behavior he expects from students helps the supervisor to concentrate his observation and analysis on appropriate aspects of both the teacher's teaching and the related behavior of students.[51]

Once the specified outcomes of the teaching are set, it becomes easier for the supervisor and teacher to set priorities of instruction. These priorities, once established, focus the instruction. As Bloom has said:

> There are many possible changes that can take place in students as a result of learning experiences, but since the

> time and resources of the school are limited, only a few of the possibilities can be realized. It is important that the major objectives of the...unit of instruction be clearly identified if time and effort are not to be wasted on less important things and if the work...is to be guided by some plan.[52]

Early in the project the writer was concerned about whether the teachers of Aspinwall School could identify goals and to what degree of effectiveness. The writer contacted each teacher to gain insight into whether the teachers had been exposed to identifying goals or writing performance objectives through graduate course work or any in-service activities. In each case the teachers indicated confidence in the writing of objectives. In spite of this, the writer felt that the teachers would undoubedly experience some difficulty. Since a major segment of the project was to cooperatively and mutually agree on the goals, the writer decided to help those teachers experiencing difficulty as the need developed. The writer felt that implementing a strategy to improve their skills in writing objectives would interfere with the process and raise the anxiety level of the teachers.

In line with the idea of wider participation in the supervision process, teacher involvement in the form of self-evaluation has become increasingly popular. Even suggestions which do not incorporate a formal self-evaluation instrument for the use of the teacher often emphasize some significant involvement on his part wherein he is asked to articulate his personal goals in the classroom for either a single class session or a more extended period of time.

Anderson has spelled out, for example, an elaborate system for converting the supervisor to a "facilitator of self-evaluation." He contends that the best means for changing a person's behavior is to change that persons' perception of himself. From this hypothesis, he concludes that teacher improvement begins with self-evaluation as part of the teacher's assuming real responsibility for observing his own performance. The supervisor can then enter the process in a collegial fashion and offer systems, suggestions, and evaluative techniques to facilitate what the teacher has decided needs to be changed.[53]

The professional literature also notes an increased use of sophisticated schemes for implementing group supervision, numerous modern technological interventions, and a tendency toward supervision becoming a less isolated function in the school. Jones outlines a series of steps which include statements of purpose written by the teacher; exact sets of procedures to be followed in setting up observations; professional development counterparts available for each evaluation item; evaluation forms for principals and other supervisory personnel, for the teacher himself and for the students; all within a set sequence whereby the process is to unfold in an orderly manner.[54]

While this approach may be thorough and have promise, it is also highly stylized and probably quite time-consuming. Nonetheless, more and more schools are employing systematic, complicated formats for supervision. Along with this, there has been an increase in the use of vidiotaping equipment, audiotapes, systematized observational methodology such as the Flander's Interactional Analysis, the Teacher Self-Appraisal Observation System, and the Teacher Image Questionnaire.

Bushman offers a combination of a group of these. All of the various techniques are designed to enable the teacher to engage in meaningful self-evaluation or to share in creating an evaluation of what transpires in his classroom with supervisors and/or colleagues in order to facilitate his own growth as a professional. Bushman sees the introduction of such methodology as perhaps the most important contribution that a supervisor can make to teaching effectiveness in the school.[55] As is the case with so many in the field today, his approach begins with an attempt to turn the basic responsibility for growth back to the classroom teacher himself in the belief that no other effort is likely to bear much fruit. This direction is certainly in line with modern learning theory; it is refreshing to note its application in other than teacher-student interaction.

Wilhelms states the basic assumptions that supports a strong emphasis on self-evaluation. Basically, people differ in what they know, in how they develop different learning styles in order to learn something new, in how they have learned it, and in how they feel about what they want, or need to learn more about.[56]

Self-evaluation systems range from the very complex to the very simple. In developing a strategy for the project the writer chose a form that would serve as a basis for formulating goals. The writer decided to use the form that was used in completing the evaluation of teachers. The source of the instrument was Mirrors for Behavior: An Anthology of Observation Instruments.[57] The validity of the instruments is in the items contained in the listings. First, the instrument can provide a mirror for the teacher to obtain feedback about his own teaching. Second, the items include behaviors which are presumed to be helpful in promoting student growth. Third, the items have been extracted from instruments with a great deal of research on validity and reliability. Essentially the items represent twelve systems in which teachers can obtain concrete feedback for self-evaluation.

In developing a strategy to measure the teachers' perceptions of their supervisor, the writer searched the literature to find an instrument that would measure the third terminal objective. As stated by Parsons:

> Supervisors who work directly with teachers and wish to influence their classroom practice and encourage their professional growth must behave in ways congruent with teachers' expectations for involvement, social support, and stimulating leadership. Although these styles and behaviors may vary somewhat with various supervisory roles and teacher and school characteristics, there is little doubt that the effective supervisor, according to teacher perceptions, is one who, in attempting to provide a staff leadership, is close to the teacher he is trying to help and uses the skills of facilitating personal and institutional growth, giving social support and involving his staff in the decision-making processes of the school.[58]

The Leader Behavior Description Questionnaire, often referred to as L.B.D.Q., was developed for use in obtaining descriptions of a supervisor by the group members whom he supervises. It can be used to describe the behavior of the leader, or leaders, in any type of group or organization, provided the followers have had an opportunity to observe the leader in action as a leader of their group.

The L.B.D.Q. grew out of work initiated by Hemphill.[59] Further development of the scales by the staff of the Ohio State Leadership Studies has been described by Hemphill and Coons.[60] Shartle has outlined the theoretical considerations underlying the descriptive method. He observed that "when the Ohio State Leadership Studies were initiated in 1945, no satisfactory theory or definition of leadership was available." It was subsequently found in empirical research that a large number of hypothesized dimensions of leader behavior could be reduced to two strongly defined factors. These were Consideration and Initiation.

It has not seemed reasonable to believe that two factors are sufficient to account for all the observable variance in leader behavior. However, as Shartle observed, no theory was available to suggest additional factors.[61] A new thoery of role differentiation and group achievement by Stogdill, and the survey of a large body of research data that supported that theory, suggested that a number of variables operate in the differentiation of roles in social groups.[62] Possible factors suggested by the theory are the following: tolerance of uncertainty, persuasiveness, tolerance of member freedom of action, predictive accuracy, integration of the group, and reconciliation of conflicting demands. Possible new factors suggested by the results of empirical research are the following: representation of group interests, role assumption, production emphasis and orientation toward supervisors.

Marder reported the first use of the new scales in the study of an army airbourne division and a state highway patrol organization.[63] Day used a revised form of the questionnaire in the study of an industrial organization.[64] Other revisions were employed by Stogdill, Goode and Day in the study of ministers, leaders in a community development, United States senators, and presidents of corporations.[65] Stogdill has used the new scales in the study of industrial and governmental organizations.[66] Form XII represents the fourth revision of the questionnaire.

The L.B.D.Q. is usually employed by followers to describe the behaviors of their leader or supervisor. However, the questionnaire can be used by peers or superiors to describe a given leader whom they know well enough to describe accurately. With proper changes in instruction, the questionnaire can also be used by a leader to describe his own behavior.

The questionnaire can be administered individually or in groups. It is usually not necessary for the person making the description to write his name on the test booklet. However, the name of the leader being described should be written on the test booklet. It is necessary to identify the person being described whenever it is desired to add together (and obtain an average of) the descriptions of several describers.

How many describers are required to provide a satisfactory index score of the leader's behavior? Halpin suggests that a "minimum of four respondents per leader is desirable, and additional respondents beyond ten do not increase significantly the stability of the index scores. Six or seven respondents per leader would be a good standard."[67]

The criteria for measuring the improvement in the performance of the principal on the L.B.D.Q. was established 90 percent because it reflects an attainable degree of improvement. In the judgement of the writer, a score of 7,615 with the total possible score of 11,960 reflects a "neutral" teacher response or a "safe way" to respond to the item on the questionnaire. The 26 per cent increase in the actual point score would reflect a positive change in the behavior of the writer as viewed by the teacher.

Heffernan, in the 1965 ASCD Yearbook, shows via a case study how little time a principal can give to classroom visitation. During a twenty-five day period, a curriculum oriented acting principal kept a running record of the activities which claimed her time. The principal developed the report in terms of (1) activities related to policy making, and (2) activities related to implementing the curriculum.

Nearly 15 percent of her time was spent on policy making activities. Another 26 percent of her time was spent on activities related to curriculum and of that, only 7-1/2 percent given to visiting classrooms. Her classroom visits were "usually brief and for purposes of general management."[68]

The remainder of her time went to the inescapable and time-consuming activities of running a school. Heffernan concludes: "We must recognize that there are not enough hours in the day or energy enough to do all the things that need to be done to serve children at the level at which they should be served in our society."[69]

In reviewing the literature to find a form that could be efficiently used by this writer, it was determined that the section in the Nova University Supervision Manual could be used to determine the amount of time spent in various aspects dealing with supervision at the beginning of the practicum and again at the end. The specific objectives of the unit in the supervision manual are within this framework. The objectives of the unit were as follows:

1. Accurately record on-job performance through the use of various forms;
2. Determine and assess the performance priorities set in the use of time;
3. Identify reemphasis needed and describe a clear plan for time use consistent with new priorities;
4. Implement and evaluate the success of the new plan; and
5. Plan, implement and evaluate further changes to reach new priorities.[70]

The writer feels that a substantial amount of time should be devoted to the supervision of staff. Therefore, it was particularly important to determine the amount of time spent on various activities with supervision. The strategy employed was to define the number of hours used at the beginning of the practicum for observation and conferences with teachers. The amount of time used for these activities combined was fifty-two hours.

The project emphasized supervisory contacts, behavior checklists, pre-post conferences and observations. After defining these activities, the writer projected that 212 hours would be needed for their completion. Using the form in the Nova Supervision Manual and projecting the amount of time needed to complete the activities a relationship could be made, based on two samples, to all other administration activities.

A review of the literature was done to justify measuring mathematics and reading. In attempting to identify and help children who are having difficulty, teachers often compare his reading achievement with his degree of success on subjects requiring a minimum of reading. Arithmetical computation is frequently used as one of the subjects where success is relatively less influenced by reading.[71] Success in non-reading fields does indicate in a vast majority of cases how well a child will apply himself to learning situations other than reading.[72]

The expected achievement level "cutoff" score for the first objective was selected because no research could be found to substantiate any degree of progress beyond their expected achievement scores. There is an inherent difficulty in equating the importance of a student scoring below his expected level at the primary level than at the intermediate levels. In essence, a one or more grade level of deficiency at the primary level is probably equal to that of two or more at the sixth grade. It is also characteristic that the "gap" in underachievement will increase as the student progresses through the grades. Moreover, it is also significant that a student having skill problems in the primary grades which are not remediated will have this deficiency compounded at the intermediate grades levels. For these reasons the writer decided to establish the objective at the expected level of achievement using the formula (years in school x I.Q.) + 1.0. Based on the literature, there is a closer correlation when calculating expected achievement using I.Q. than the Mental Grade of the child. In the judgement of the writer, the 90 percent performance criteria in evaluating the effectiveness of the prescriptive techniques is a realistic goal in relation to the target population. This would constitute being effective with fifty-eight students allowing a 10 percent variance for students with significant weaknesses.

The project used principles related to goal-oriented supervision. In it the writer attempted to show that a supervisory process, which makes use of a mutual goal-setting technique, would accomplish the objectives as defined earlier in this report.

CHAPTER IV

PROCEDURE

Administrative Approval for the Project

The superintendent schedules meetings each year with principals in the district to discuss concerns or objectives for the coming year. The Superintendent, Assistant Superintendent and Director of Elementary Education attended the meeting. During the course of that meeting the project was presented to gain approval and support for its implementation. The practicum approval was given at this meeting.

Initial Presentation of the Project

Upon approval of the project, the writer met to discuss the practicum with twenty-three teachers. The teachers at the meeting represented kindergarten through sixth grade and all special area teachers based at Aspinwall Elementary School. The special area teachers included art, music, physical education, remedial reading, learning disabilities, and counseling. The primary purpose of the initial meeting was for informational purposes. The writer defined the objectives and procedures of the project and, in addition, explained the practices and techniques of goal-oriented supervision.

A crucial segment of the initial meeting was the explanation of the Self-Evaluation Checklist. To clarify the dimensions, examples were used, and in some instances, role-playing situations were developed. The teachers were instructed to apply the instrument to actual teaching situations and to return the Self-Evaluation Checklist within a two-week period of time.

Goal-Oriented Supervision

This model of supervision was derived from behaviorist or reinforcement psychology principles. The writer used positive reinforcement toward clear behaviors, reinforcement schedules and task analyses to improve chances of success. These principles suggest at least one very clear set of procedures for supervision. The procedures used in the project were: (1) joint decisions about a very clear set of goals for instruction, (2) a complete behavioral analysis of the steps leading to these goals, and (3) a reinforcement of the teachers as they moved towards the performance of those steps.

Grade Level Planning With Teachers

The writer conducted planning sessions with the teachers in the project earlier in the year the master schedule was structured to provide blocks of time when meetings could be conducted with teams of teachers by grade levels. The art, music and physical education specialists were used to free the teachers for the meetings.

The agenda for the first grade level planning session was the identification of students scoring below their expected achievement using the Stanford Achievement Tests as a pre-measure of their performance. The writer used the I.Q. tests administered in May of 1978 to compare the expected functioning level as determined by I.Q. with achievement scores in mathematics and reading. These students were discussed at length to determine the possible causes for the lack of expected achievement. It was decided that an academic approach would be used to remediate the students' deficiencies. Specifically, a diagnostic and prescriptive approach was utilized.

A series of planning sessions were scheduled to gather data from the self-evaluation checklist and to begin writing behavior checklists. To overcome any apprehension about writing objectives the writer purchased a copy of Preparing of Instructional Objectives by Robert F. Mager. In addition, each grade level reviewed an individualized in-service workshop program published by the Pennsylvania Department of Education (Appendix L). Although the teachers had previous experiences in writing objectives, the writer decided to reinforce basic learned skills.

The goals were written listing the specific behaviors of the teachers. Each teacher behavior began with the words, "This week I..." and went on to describe the specific behavior. An example of the behavior checklist written by the teachers is shown in Appendix G, p. 114 Each list was typed and enough copies were distributed so the teachers could evaluate their performance weekly. Each checklist listed specific objectives to improve the expected levels of achievement in math and reading of the target students.

Instructional Management

Materials used in the project were already housed in the Aspinwall Elementaty School Building. There was one set of Key Math and Random House Criterion Reference materials. In order to efficiently and effectively utilize the existing materials the teachers of the first, second and third grades used the Random House Program in the morning and teachers in fourth, fifth, and sixth grades used the material in the afternoon. The math materials were scheduled with the teachers of the first, second and third grades in the afternoon and in grades four, five and six in the morning. The teachers scheduled at least a fifteen minute class a day with the target students.

The approach emphasized the belief that precise diagnosis followed by intensive instruction using the best of a wide variety of published and teacher made instructional materials would accomplish the achievement objectives stated. Because the lessons did not solely depend upon continuous presentation, the teachers were able to confer and work with individuals to regulate the ongoing process of diagnosing and prescribing while the students independently followed a defined procedure. The same procedure was used in both content areas.

1. Pretests

   For each instructional objective in each skill the student took a criterion referenced pretest. If mastery was demonstrated, the student took the next pretest, and so on, until mastery was not shown for an objective. This process defined the appropriate achievement level of the target students. Then, the student worked on prescriptions (instructional activities) for that objective (Appendix H, p. 118).

2. Prescriptions

   The prescriptions for each instructional objective included a variety of self-directing and self-correcting lessons in workbooks, kits, audiovisual materials, duplicating masters, games and library books. The teachers prescribed instructional activities to each student's needs.

3. Assignments

The instruction, either commercial or teacher-made was designed to increase the amount of time the student spent with specifically prescribed materials. This step provided the mastery for the skills.

4. Evaluation

The teachers kept a record and reviewed the student's record to determine when the student was ready to take the post-test. The students must demonstrate mastery on the test before progressing to the next instructional objective. The recommended criterion for mastery was four out of five or nine out of ten items correct.

Supervisory Cycle

Informal Contacts

On a weekly basis the writer made contact with each teacher to reinforce the teacher's continued use of the checklist, continued progress toward accomplishing the goals, and continuing interest in self-improvement. The writer recorded the contacts with the teachers by simply listing the teacher's name, checking off when each contact was made and recording the amount of time.

Conferences

The writer completed at least four pre-conference observation-post-conference. The pre-conference was a short focused meeting with the teachers to discuss their expectations and to review behavioral goals on the checklist. The pre-conference was used to define the schedule for the observation and post-conference phase of the process and, in some instances, lesson plans were cooperatively written.

The writer made observations to gather data on the teacher's performance. The data were used to either reinforce the teacher's perceptions of performance or to help the teacher learn clearer self-evaluation skills.

The post-conference was used to meet with the teacher to give feedback on the goals that were defined. The conference was used to reinforce the teacher's honesty and purpose in accurately keeping the checklist. Also, the writer helped the teachers reestablish certain goals and alternative means for successfully reaching the goals that were developed. Again a very simple form was used to record the completion of each phase of the cycle. The teacher's name was listed, and the date and amount of time was recorded for each pre-conference-observation and post-conference conducted.

Time Use Analysis

The procedure used to determine the amount of time in relation to other administrative duties was to record the actual activities engaged in at the beginning of the practicum and again at the end. The forms in Appendix F, pp. 110-112, were made to tally and analyze the activities. The samples were completed by the writer for a two-week period of time. Form 1, p. 110, determined whether the activity was related to the project, and form 2, p. 111, displays the writer's schedule. These are the same forms that were used to sample the writer's use of time prior to the beginning of the project.

Form 3, p. 112, was used to record the amount of time spent in each of the activities with the teachers. This form enabled the writer to keep an updated visual progress check of the project.

CHAPTER V

EVALUATION

The first process objective called for 100 percent of the teachers to write objectives based on the assumption that all target students will score at their expected achievement in math and reading. The teachers used their previously completed self-evaluation and criteria supplied by the principal. The objectives were written in a list of specific behaviors of the "teacher." Each teacher behavior began with the words, "This week I . . .," and then describe the specific behavior. One hundred percent of the twenty-three teachers at Aspinwall Elementary School developed a list of behavioral statements based on their self-evaluation aimed at improving the math and reading achievement levels of the target students.

The number of objectives written by teachers ranged from five written by teacher B to twelve by teacher F. After examining the checklists it was clear that they were behaviorally oriented and short enough to focus upon easily. The variance in range was based on the ability of the teachers to handle numbers of goals simultaneously. Examples of the checklists written by the teachers are shown in Appendix G, pp. 113-115.

The second process objective called for the writer, using a four-item questionnaire in an interview, to analyze each teacher's view of the supervisory process at the beginning and again at the end of the practicum. The four questions were:

1. What was expected of me as a teacher in the supervisory process?
2. What do I want the supervisory process to do for me?
3. What have been my expectations of the supervisor or past supervisory practices?
4. How effective or ineffective have past supervisory practices been in improving my instruction?

Examples of the teachers' responses are recorded in vignette form in Appendix I pp. 121-129. Twenty-three teachers responded to the questions. For the purpose of reporting the teachers' responses were assigned letters.

Based on an analysis of the responses to the questions goal-oriented supervision changed the teachers' perception of the relationship between the writer and the teachers in the supervisory process. Teachers began to see their importance in establishing an effective supervisory model and became aware of the need for self-supervision which could be accomplished with the use of a behavior checklist. The model provided the opportunity for the teachers to see the writer as a colleague rather than, as one teacher said, "the boss."

The responses of the teachers indicate that each teacher was more relaxed and confident at the end of the practicum than at the beginning. The participants were more interested in achieving the behaviors on their checklist than they were in being rated by a supervisor whom they now viewed in a positive manner.

Analysis of the interview responses to the questionnaire indicate that teachers:

1. Become aware of their own importance in setting specific objectives for the classroom and designing behaviors to accomplish these objectives.

2. Developed a deeper sense of self-evaluation with daily responsibilities of skill development and became more self-confident about working in a relaxed situation which involved the teacher in determining his/her own professional destiny.
3. Better understood that the supervisory process was different from the post-evaluative techniques used to "keep us in line."
4. Recognized the writer as a helping agent or guide and not a person with all the answers.

The first terminal objective called for 90 percent of the sixty-four students scoring below their expected achievement levels, through the goal-oriented model of supervision using a prescriptive approach to attain their expected levels of achievement in mathematics and reading as measured by a pre-post administration of the Stanford Achievement Test. The Stanford Achievement Tests were administered to the sixty-four students serving as the target population on a pre-post test basis. Also, the S.R.A. Primary Mental Abilities Test was administered to the students to determine their expected achievement levels. The overall screening process compared the expected function level as determined by I.Q. with pre-post achievement scores in math and reading. The individual student scores are recorded in Appendix J, pp. 131-134. A summary of the results are shown in Table 6. The results are reported by the number of students that scored above and below their expected achievement levels. Also, the average gains per grade level are recorded to illustrate the overall growth of the students.

TABLE 6

Pre-Post Stanford Achievement Test Summary

		Reading		Math		Average Gains (yes & no)	
Grade	No. of Students	Below Expected Achievement	Above Expected Achievement	Below Expected Achievement	Above Expected Achievement	Reading	Math
2	17	1	16	2	15	+1.31	+1.37
3	14	2	12	1	13	+1.35	+1.73
4	16	2	14	1	15	+1.68	+1.79
5	11	2	9	3	8	+1.95	+2.09
6	6	0	6	1	5	+1.92	+2.15
Totals:	64	7 or 11%	57 or 89%	8 or 13%	56 or 88%		

Analysis of the results indicate that seven students or 11 percent of the target population scored below and fifty-seven students or 89 percent of the students scored above expected achievement levels in reading. The average gains in achievement ranged from one year, three months in second grade to one year, nine months in fifth grade. In math, eight students or 13 percent of the target population scored below and fifty-six students or 88 percent of the students scored above their expected achievement level. The average gains in achievement ranged from one year, three months in second grade to two years, one month in sixth grade. The overall achievement pattern increases with the students in the next higher grade level.

The results of the pre-post administration indicate that the objective was not achieved at the 90 percent level, but did produce gains to conclude that the approach can improve students' achievement.

The procedure used to determine the specific skill deficiency in math and reading with the target population was test-teach-test. A list of thirty-three reading skills and thirty-five math skills taught by teachers appears in Table 7 and Table 8 respectively.

TABLE 7

Reading Skills Problem Areas

WORD STUDY

Identifying letters for beginning sounds in words
Matching consonant sounds with variant spellings
Discriminating between beginning, ending, and medial consonant blends and digraphs
Substituting and adding consonants to make new words
Matching vowel sounds with variant spellings
Combining syllables to form words

WORD KNOWLEDGE

Identifying words for pictures
Identifying synonyms and antonyms
Identifying the word or phrase that best completes sentence
Completing sentences in a story
Using context clues to identify word meaning

PICTURE INTERPRETATION

Completing sentences about a picture
Answering yes/no questions about a picture
Identifying the sentence that best describes a picture
Identifying the picture that best describes a sentence

SENTENCE MEANING

Understanding interrogative sentences
Using syntax to identify the word that best completes a sentence

READING COMPREHENSION

Using context clues to identify the word that best completes a sentence
Locating directly stated details
Answering with questions
Identifying the sequence of events
Locating indirectly stated details
Identifying the main idea
Drawing conclusions
Making inferences
Making generalizations
Understanding character
Understanding the author's point of view
Interpreting meaning in poetry
Reading for specific and general information
Reading a table of contents
Reading a chart, table or graph
Applying reading skills in a testing situation

TABLE 8

Math Skills Problem Areas

CONCEPTS

Basic number concepts
Numeration and place value
Using <, >, and =
Solving open sentences
Rounding and estimating
Using properties of numbers
Using number theory
Using set properties and operations
Finding missing numbers in sequences
Identifying fractions, comparing fractions, and find equivalent fractions
Identifying geometric shapes
Using geometric definitions and properties
Finding perimeter, area, and volume
Measuring length

Dividing whole numbers
Adding with fractions
Subtracting with fractions
Multiplying with fractions
Dividing with fractions
Adding with decimals
Subtracting with decimals
Multiplying with decimals
Dividing with decimals

COMPUTATION

Adding whole numbers
Subtracting whole numbers
Multiplying whole numbers
Computing with measurements
Computing with integers

PROBLEM SOLVING

Problems involving time and money
Using graphs and tables
Measurement problems
Single-step problems
Multi-step problems
Percent
Ratio and proportion

The skills listed in Tables 7 and 8 reflect a summary of skill deficiencies in reading and mathematics in grades two through six. An analysis of the skill deficiencies indicates a scattered pattern in relation to a specific student's profile.

The second terminal objective called for 100 percent of the teachers to report 90 percent improvement in each of the selected goals of teaching. One-hundred percent of the teachers evaluated their improvement by indicating the number of objectives they completed on their behavior checklists. To provide interrater reliability the objectives were also evaluated by the writer and supervisor at the elementary level. For the purpose of reporting the results the twenty-three teacher evaluations were assigned letters A through W. Table 9 indicates the number of objectives written by the teacher and the percentages completed.

TABLE 9

Teacher's Behavior Checklist Evaluation

Teacher	No. of Objectives	Percentage Completed
A	8	100%
B	5	100%
C	10	90%
D	12	92%
E	10	100%
F	15	93%
G	10	100%
H	8	100%
I	6	110%
J	8	100%
K	10	90%
L	11	100%
M	11	100%
N	8	100%
O	6	110%
P	7	100%
Q	7	100%
R	10	100%
S	7	100%
T	6	100%
U	6	100%
V	7	100%
W	10	90%

The results of the Teacher's Behavior Checklist evaluation indicate that 100 percent of the teachers reported from 90 percent to 100 percent effectiveness in completing their objectives. In each case the achievement objective was evaluated as being completed. The results of the self-evaluation correlate with the results of terminal objective one.

The teachers were also requested to complete a post self-evaluation of the seven dimensions of teaching. The results of the self-evaluation indicate that in each dimension 100 percent of the teachers did not report a "need to improve" in the evaluation that was previously evaluated. The teachers' self-evaluation showed that other dimensions were being considered for improvement. These results can confirm the teachers' receptivity to self-evaluation and the project.

The writer concludes, based on an analysis of the Behavior Checklist and the Seven Dimensions of Teaching Self-Evaluation, that the objective was completed.

The third terminal objective called for an increase in the actual score from 64 percent to 90 percent of the total possible score as measured by a pre-post administration of the L.B.D.Q.

Table 10 shows the results of the pre-post administration of the L.B.D.Q.

The L.B.D.Q. yields a total possible point score of 11960. The results of administering the post-questionnaire yielded a point score of 10780. The difference between the actual score and the total possible score represents a 90 percent increase.

TABLE 10

Pre-Post L.B.D.Q. Results

Subscales	Total Point Score		Point Gain	Possible Point Score
	Pre	Post		
1. Representation	345	620	+276	650
2. Demand Reconciliation	365	650	+285	690
3. Tolerance of Uncertainty	690	1035	+245	1150
4. Persuasiveness	700	1090	+345	1150
5. Initiation of Instruction	670	1095	+420	1150
6. Tolerance of Freedom	800	975	+425	1150
7. Role Assumption	850	1070	+125	1150
8. Consideration	750	920	+221	1150
9. Production Emphasis	850	1070	+170	1150
10. Predictive Accuracy	370	660	+220	690
11. Integration	325	620	+295	690
12. Superior Orientation	900	975	+75	1150
Totals	7615	10780		11950

The subscales that showed the least amount of gain were Tolerance of Freedom, Consideration, and Superior Orientation. The writer concludes the teachers' perceptions although being positive were influenced by the emphasis in planning, organization and implementation of the project. Based on the results of the L.B.D.Q., the increase in actual point score reflected a positive change in the behavior of the writer as viewed by the teachers. The vehicles used to change the teachers' perception was the goal-oriented model of supervision.

The fourth terminal objective called for an increase in the amount of time devoted to observation and conference activities with teachers from fifty-two hours to 212 hours during the practicum as measured by a pre-post analysis of time. The amount of time used for supervisory activities before the practicum was fifty-two hours. The activities and amount of time planned and used are shown in Table 11.

TABLE 11

Teacher Supervision Activities Evaluation

Activities	Hours	
	Planned	Actual
Pre Behavior Checklist Conferences	23	26
Individual Teacher Reinforcement Contacts	28	40
Pre-Observation Conferences	46	48
Observations	46	46
Post-Observation Conferences	46	50
Post-Behavior Checklist Conferences	23	30
Total	212	240

An analysis of the writer's use of time shows that the actual use of time increased over the planned use of time. Noting the use of time prior to the beginning of the project was fifty-two hours, the 240 hours actually used to conduct the practicum represents a 78 percent increase in the amount of time devoted to helping teachers establish goals, move towards these goals, and maintain the behavior at a new level. The writer judges the increase in use of time over the plan to be the result of the newly implemented plan. Appendix E, pp. 111 displays the other activities for which the writer is responsible. Also, a copy of the writer's job description (Appendix K, pp. 136-137) is displayed so that a comparison can be made in the amount of time spent in observation and conference in relation to other responsibilities. In making that comparison the writer determined that the activities defined in Table 11 were of highest priority.

CHAPTER VI

CONCLUSIONS

The data presented and analyzed support the writer's original contention concerning goal-oriented supervision. The purpose of the project was to improve the instruction for students not scoring "according" to expected achievement level. To accomplish this end, a multi-facet approach was utilized to improve these areas:

1. Student achievement
2. Teacher instructional behavior
3. Principal's administrative behavior

In the implementation of any new program, there are concerns which must be resolved in order to guarantee some measure of success. The practicum effort involved changes in operating procedures for teachers and the writer had to meet the approval of the district administrators whom agreed to monitor the project.

Early in the design of the project, the writer scheduled a courtesy conference with the building teacher representative of the local teacher union. The tenative objectives of the practicum were discussed and the potential involvement of the faculty was explained. Although there was no attempt to gain formal approval, the representative pledged the cooperation of the group since it sought to improve the supervisory process.

The effort to explain the project proved to be a worthwhile endeavor. The writer was aware of one instance in which a teacher questioned the change in procedures. The teacher's apprehension went no further than the building representative. The twenty-three teachers who participated in the project were cooperative in completing the tasks.

An important meeting was held with the total staff early in the project. With a loosely structured agenda, the writer tried to get a better understanding of the participants. The primary concern was to see what ideas they had developed about the role of supervision and the supervisor from past experience, and to help lessen the inherent feeling of a boss-worker relationship. Their verbalization of supervisor views with other teachers helped to decrease the apprehension for the entire project. An important comment from a teacher indicated that the objectives of the project were very closely related to their concerns.

After this initial meeting the writer wondered how well he had succeeded in explaining the mechanics of the project and if each teacher was convinced about the active role they would have in this type of supervisory process. However, the responses in the interviews with the teachers showed that the teachers understood the writer's explanations and already believed that the supervisor should be a helper and not merely an evaluator.

During the pre-observation conference and in developing the behavior checklist, the writer attempted to further develop a collegial relationship; however, a great deal of time was spent sharing explanations about the sequence of steps and each party's responsibilities. To eliminate this as an area of concern, agreement about three basic premises were suggested: (1) all performance can be improved, (2) let us agree on major areas of your performance wherein you will work on improvement, and (3) at subsequent conference let us meet to discuss, analyze and evaluate how well we perceive you are accomplishing what you said you would do.

Self-evaluation was an important component of the project. The writer wanted teachers to be students of teaching, systematically assessing and revising their own teaching behavior. Not having previous training on how to focus on relevant aspects of their work, the teachers had a tendency to criticize superficialities -- personal mannerisms, appearance, voice and use of materials. The teachers wanted the writer to "keep them honest" and help with their instructional problems rather than focus on the self-evaluation completed previously.

Meeting with each teacher individually was one of the writer's most important responsibilities. The writer realized it was going to be difficult to carry out a reinforcement schedule confined to each teacher's class time schedule and had to resort to some unorthodox times for reinforcement. Using the regularly scheduled blocks of planning time for the pre- and post-conferences the writer looked for other parts of the day for reinforcement contacts. The time schedule at Aspinwall provided each teacher with thirty minutes of time in the morning and in the afternoon when students were not in the building. Many of the reinforcement contacts were completed during these times.

A major concern of the writer developed in the use of the criterion reference programs. Initially in testing the students there was a need for the same materials by a number of students. This problem was alleviated by reproducing segments that are allowed by the copyright laws and the ingenuity of the teachers. Teacher-made materials were used extensively but in a two-week period of time the students' progress eliminated most of the problem. It was during this time when parent volunteers were introduced into the project. The volunteers prepared dittos, games, duplicated materials and corrected student tests and worksheets. They proved to be a valuable asset to the project.

The practicum effort placed a valuable premium on the writer's time. Planning and organization for each day and week became a necessity. Each day, fifteen minutes were set aside to establish a "to do" list. This list became an invaluable technique in planning and saving time.

Through involvement in the project, the writer began to see attitudinal changes in the students directly involved. The diagnostic prescriptive approach eliminated many discipline problems. The success and reinforcement they received from their teachers proved to be motivational. The students expressed informally that they looked forward to the individualized time. This success with the target students had a spin-off effect to many of the other students.

From the circumstances experienced in the design and implementation of the practicum, a number of recommendations can be made:

1. Discussions with union representatives prior to the initiation of activities involving teachers can help to prevent the occurrence of problems.
2. The school district should provide an annual budget allocation for materials to be used with students scoring below expected achievement levels.
3. The program should incorporate extensive and continuous in-service training in writing objectives, self-evaluation techniques and individualized instruction.
4. A project similar to the one reported in this practicum be done concentrating on only one technique that would result in improved instruction for students.

5. More information should be outlined on the results of a Goal-Oriented Model of Supervision on the attitudes of students.
6. A supervision method be defined in the Fox Chapel School District that includes pre-planning, observation, and a follow-up conference.
7. That a program of supervision be implemented in the district that emphasizes improvement of instruction rather than evaluation.
8. The school district should organize a group of teachers and administrators to plan a supervisory procedure for all the schools in the Fox Chapel School District.

FOOTNOTES

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APPENDICES

APPENDIX A

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TEACHER SELF-EVALUATION INSTRUMENT AND PRINCIPAL OBSERVATION INSTRUMENT

Self Improvement is a goal toward which all people work. When a teacher strives to improve the instructional program for students, self-improvement takes place. As each teacher has strengths, so, also, each has weaknesses. Identification of those strengths and weaknesses can only come about when criteria have been described so that evaluation can take place.

With this in mind, here are some of the dimensions of the art of teaching, broken down into seven general types, that seem worthy of consideration.

Of the items in the following listings none can be thought of as good or bad in themselves; most are useful in at least some teaching situation. They provide some of the crucial variables to be considered in working toward any specific goal. The presence or absence of each teacher behavior, and the amount to be used, however, can be assigned to a specific lesson only after the goal for that lesson has been selected.

Participation: Amount and Kind
Cognitive Level
Affective Climate
Classroom Control
Pupil-Pupil Interaction
Teacher Role Flexibility
Classroom Methods

Clearly these are not all of the classroom variables. They are offered as an indication of the kind of repertoire required in a typical classroom. Each dimension is summarized and lists specific criteria for you to evaluate. Evaluate each dimension satisfactory or needs improvement based on the variables identified under each criteria. Should any of the variables be checked, the criteria would be evaluated as needs improvement.

E - Principals Evaluation   Satisfactory - S
T - Teachers Self-Evaluation   Needs Improvement - N.I.

Participation: Amount and Kind - As long as schools continue to be places where students are congregated into groups and a "teacher" lectures to and in other ways controls that group, the ability to involve the total group will be important. Here are some possible criteria:

S__ N.I.__ 1. demonstrate the ability to deal with a variety of number of pupils:

- teacher working with more than one class at a time

- teacher working with whole class
- teacher working with small groups
- teacher working with individual student
- teacher alone, and pupils working in small groups or on individual projects.

S__ N.I.__ 2. demonstrate the ability to establish climate where all pupils are free to participate.

Sample performance criteria are:

- pupils respond to teacher narrow questions   % of the time
- pupils respond to teacher broad questions   % of the time
- pupils spontaneously share their ideas and feelings with other pupils in a manner that everyone relevant can hear)   % of the time

E 5 - T 4 - pupils in classroom area B talk as much as pupils in area A.

S__ N.I.__ 3. demonstrate the ability to individual differences.

Sample performance criteria are:

- the quietest   (specify number) pupils in the class in the beginning of the semester increase their spontaneous participation during the semester, both in terms of answering narrow questions and in terms of volunteering to share more meaningful information.
- the most verbal   (specify number) pupils at the beginning of the semester demonstrate increasing ability to defer to others during the semester.

S__ N.I.__ 4. specify and demonstrate the ability to vary the amount of teacher talk in the class, and the amount of student talk.

Complete the following (or similar) checklists and match your behavior to your goal for the specific lesson:

E10 - T 7 - specify   % (maximum) teacher talk to whole class.

- specify   % (minimum) and   % (maximum) teacher talk to small groups of students.
- specify   % (minimum) and   % (maximum) teacher talk with individual students.

E 3 - T 2 - specify   % (minimum) student talk to other students in small group setting.

- specify   % (minimum) individual work time, with materials, books, equipment.

S__ N.I.__ 5. select and elicit appropriate kind of pupil talk to meet a specific goal:

E 4 - T 3 - specify % (minimum) and % (maximum) of student talk or response to narrow questions posed by you, a text, or a workbook.

- specify % (minimum) of student talk or response to broad questions or problems posed by you, a text, or a workbook.

E 2 - T 2 - specify % (minimum) of student talk in response to broad questions or problems posed by other students in the class.

Cognitive Level -

S__ N.I.__ 1. vary the kind of cognitive processing taking place in the classroom setting:

E 5 - T 6 - demonstrate the ability to phrase questions on a variety of levels:

(E 3)--(T 3) - Memory Level - Operations taken to involve only such thought processes as recognition, rote memory and selective recall. Verbal performances of this general type represent the simple reproduction of facts, formulas and other items of remembered content).

(E 3)--(T 3) - Convergent Thinking Level - Answers to questions or problems reached by reasoning based upon given and/or remembered data.

- Divergent Thinking Level - Operations with a definite, but somewhat "data poor," framework. The respondent is put "on his own" with the structure to range broadly and freely in his thinking to select and construct a large number of possible ideas, associations, implications of which no single one could be predetermined as uniquely right or correct. The individual thus generates his own further data (ideas, associations, etc.) in producing his responses to the question or problem at hand.

- Evaluative Thinking Level - Deals with matters of value rather than matters of fact and is characterized in verbal performance by its judgmental quality. The speaker often calls for or gives a judgment of something in terms of its desirability, worth, acceptability or probability of occurrence.

S__ N.I.__ 2. induce pupil talk and writing on a wide variety of cognitive levels.

Sample performance criteria are:

- for each lesson teacher can specify and elicit pupil behaviors as appropriate for his goal for that lesson:
  - specify % (minimum) and % (maximum) pupil talk on memory level.
  - specify % (minimum) and % (maximum) pupil talk on convergent thinking level.
  - specify % (minimum) pupil talk on divergent thinking level.
  - specify % (minimum) pupil talk on evaluative thinking level.

S__ N.I.__ 3. use a logical sequence of cognitive processes with students by moving students through some cognitive sequences such as the following:

E1 - T3

- collecting data
- grouping data into sets
- labeling the sets (making categories)
- drawing inferences from the data
- making generalizations from the data
- making hypotheses from the data
- testing the hypotheses with new data

S__ N.I.__ 4. demonstrate knowledge of problem-solving structures and utilize these structures with students by using some general problem-solving sequence such as:

- can tell when a term has been adequately defined.
- can identify certain common types of misuses of language.
- can distinguish between an argument and a description.
- can distinguish among questions of truth and validity.
- can recognize certain common types of errors in drawing conclusions about matters of fact.
- can decide whether an inductive conclusion is warranted.
- can identify a hypothesis.
- can tell whether a given statement is a useful prediction from a hypothesis.
- can tell whether or not the variables in an experiment have been adequately controlled.
- can tell when a variable is relevant.
- can distinguish hypotheses which assert necessary conditions from hypotheses asserting sufficient conditions for the occurrence of an event.
- can evaluate the reliability of items of information.
- can tell whether or not a deductive argument is valid.
- can identify and evaluate different types of explanation and tell what type is appropriate to a given situation.
- can locate and identify assumptions.
- can recognize a value statement and decide when it is justified.

Affective Climate -

S__ N.I.__ 1. On the assumption that the "affective climate" of the classroom is in large measure controlled by the teacher behavior, exhibit the use of emotionally supportive behaviors and limit the use of emotionally non-supportive behaviors:

E 3 - T 2 - accept the feelings of pupils.
- share own "similar" feelings with pupils.

E 2 - T 4 - express pleasure about pupil's verbal or nonverbal activities, such as 1) getting the right answer, 2) following instructions, 3) doing unexpected, constructive activities - creative expression, making proposals, disagreeing with teacher on cognitive level, or other behaviors that express child's uniqueness and difference of perception from that of the teacher or other classmates.

S__ N.I.__ 2. exhibit non-judgmental behaviors and delimit the use of judgmental behaviors.

E 2 - T 1 - accept student's ideas (do not evaluate but give indication that you hear and understand).
- clarify understanding.

E 3 - T 2 - reflect or paraphrase student's ideas.

T 3 - expand on a student's idea.
- specify the results of judgmental behavior and utilize it only when it meets your goals.
- demonstrate ability to encourage students to make judgmental statements, giving their criteria for making statements.

Classroom Control - Classroom control procedures are of two basic types, those which are teacher-control oriented, and those which are basically pupil self-control oriented. No classroom represents a pure variety of either type.

S__ N.I.__ 1. specify correctly when you are using control procedures demonstrating predominantly teacher-oriented control for:

E12 - T12 a) content, b) procedures or methods of working with content, c) discipline, d) administration (routine, non-lesson related tasks).

2. demonstrate ability to encourage, reaffirm and maintain climate for student self-control over: a) content, b) procedures or methods for studying content, c) discipline, d) administration.

- demonstrate ability to involve pupils in planning for and actualizing selection of meaningful content.

- demonstrate ability to create climate of freedom for each pupil to participate in selection of procedures or methods appropriate for each of them for studying content.
- demonstrate ability to create climate of pupil self-responsibility for creation and enforcement of meaningful, individually accepted norms or behavior.
- demonstrate ability to create work-oriented climate administered jointly by teacher and pupils.

Pupil-Pupil Interaction -

S__ N.I.__ 1. induce climate of information sharing among pupils:

E 5 - T 4

- pupils spontaneously express feelings (both positive and negative).
- pupils test assumptions, their own, each other's, and the teacher's.
- pupils support, clarify and elaborate on each other's ideas.

S__ N.I.__ 2. help pupils develop increased skills of effective communication.

T 3

- pupils demonstrate the ability to actively listen to each other - to reflect ideas of other students accurately (both those with which they agree and those with which they disagree).
- pupils actively participate in discussion and information sharing.

S__ N.I.__ 3. develop a variety of pupil roles in the classroom, among them initiator, respondent, helper, information-retriever, clarifier, supporter, confronter, summarizer, process observer. Your pupils would be able to demonstrate the ability to fill above roles and others as needed.

4. encourage activities in which pupils learn about their own participation in the learning process so that:

E 1 - T 1

- pupils give and accept feedback about their behaviors and the roles they play in the learning process.
- pupils use feedback to plan and try new modes of participation in the learning process.

Personal Relations -

S__ N.I.__ - exhibit the ability to assume a variety of roles and a variety of behaviors within those roles in relationship to school personnel other than students, such as colleagues, parents, school administrators, in order to optimize his effectiveness with pupils.

Sample performance criteria are:

E 5 - T 4
- listen "actively" to parent, colleagues, supervisors, etc. with whom you agree, and with whom you disagree.
- specify needs assertively and non-defensively.
- deal sensitively with feelings of people who have different styles and needs than your own.
- seek or accept new tasks and acquire resources for teaching: 1) new content, 2) new procedures, 3) new media.

Classroom Methods -

S__ N.I.__ - demonstrate the ability to deal with a variety of classroom methods, such as:

E 3 - T 4
- Lecture or Preach - One channel (eyes OR ears), one-way communication (teacher to pupil), low learner, involvement, including all audio-only media (tape recordings, radio, records) or print materials.

- Demonstration - Multi-channel (eyes and ears, etc.), one-way communication, low learner involvement, including all audio-visual media (television, films), chalk talks, field trips.

E 1 - T 1
- Discussion - One channel, two-way communication (teacher to pupil, pupil to teacher, pupil to pupil), verbal, includes some role playing, most "games", group work and therapy.

- Test and Review - One channel, two-way communication, includes written tests, most tutoring activities.

E 1
- Pupil Projects - Multi-channel, two-way communication, high learner involvement, includes most forms of manipulative procedures such as industrial arts, home economics, fine arts and business machine courses typically offer.

- Simulation - Multi-channel, two-way communication with high learner involvement, includes most role playing, some games, some "training projects", and usually collects and uses data about the learner.

Additional Criteria or Comments -

APPENDIX B

APPENDIX B

STAFF EVALUATION OF ADMINISTRATIVE PERFORMANCE

In an effort to improve the instructional leadership and management of this school, you are requested to evaluate the performance of your principal. All individual staff member's questionnaires will remain anonymous. Please answer all questions.

PART I. BACKGROUND QUESTIONS: Circle the appropriate response.

1. How many years have you been teaching?	1	2-3	4-10	more than 10
2. How many years have you taught at this school?	1	2-3	4-10	more than 10
3. Rate the present state of faculty morale at this school.	low		average	high

PART II. ADMINISTRATION AND TEACHERS

	Satisfactory	Needs Improvement
4. The principal~~s~~ works individually with teachers helping them to improve.	____	____
5. Teachers usually know where they stand with the principal in relation to their classroom instruction.	____	____
6. The principal is generally aware of faculty problems.	____	____
7. My opinion on important school matters seldom sought by the principal.	____	____
8. Faculty members have little input to matters regarding supervision and evaluation.	____	____
9. The principal is unable to objectively evaluate teaching styles different from his own.	____	____
10. The principal spends enough time in my classroom to judge my teaching performance.	____	____

	Satisfactory	Needs Improvement
11. The principal usually considers staff feelings when making program decisions affecting staff.	___	___
12. The principal is not direct in dealing with staff requests.	___	___
13. The principal actively promotes high faculty morale.	___	___
14. The principal is willing to "counsel" a staff member when the staff member's performance suggests that such an action be taken.	___	___
15. The principal is actively involved in seeing that good teaching takes place at this school.	___	___
16. The principal implements important changes in the school without consulting the faculty.	___	___
17. The current principal is capable of evaluating my success as a teacher.	___	___
18. I am confortable conferring with the principal using the current evaluation system.	___	___
19. The principal openly recognizes successful performance of staff members.	___	___
20. The principal does not effectively communicate school policy to teachers.	___	___
21. The principal is accessible to all teachers.	___	___
22. The principal supports staff members in dealings with the public.	___	___
23. The principal generally mistrusts staff members' motivations.	___	___
24. The principal encourages teacher independence.	___	___

PART III. ADMINISTRATION AND STUDENTS

	Satisfactory	Needs Improvement
25. Students do not respect the school principal.	____	____
26. The principal has good contact with students.	____	____
27. The principal deals fairly with student problems.	____	____
28. The principal does little to create a comfortable atmosphere for students.	____	____
29. The principal deals effectively with student discipline problems.	____	____
30. The principal actively involves himself in promoting satisfactory progress of students in classes.	____	____
31. The principal effectively communicates school policy to students.	____	____

PART IV. ADMINISTRATION AND PARENTS

32. Parents generally support the school principal.	____	____
33. More effort should be made to gain parental input into running the school.	____	____

PART V. ADMINISTRATION AND RUNNING THE SCHOOL

34. I am generally satisfied with the job the school principal is doing.	____	____
35. This school is run efficiently.	____	____
36. The teacher/principal report lines have enhanced communication between faculty and administration.	____	____
37. The principal maintains his composure under pressure.	____	____

	Satisfactory	Needs Improvement
38. I usually trust the judgment of the principal.	____	____
39. The principal is able to react well in crisis situations.	____	____
40. The principal seldom assumes a leadership role in curriculum and program development.	____	____
41. The principal has not improved communication at this school.	____	____

PART VI. GENERAL

42. Mention any strengths or weaknesses of this school's administration which you feel are important.

43. In your opinion, what single change in the actions of the principal would make your feelings as a staff member more positive.

APPENDIX C

APPENDIX C

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE - FORM XII

DIRECTIONS

A. Read each item carefully.

B. Think about how frequently the Principal engages in the behavior described by the item.

C. Decide whether he (1) Never, Seldom, Occasionally, Often, or Always, acts as described by the item.

D. Draw a circle around one of the five letters (1 2 3 4 5) following the item to show the answer you have selected.

1, Never

2 Seldom

3 Occasionally

4 Often

5 Always

E. Mark your answer as shown in the examples below:

EXAMPLE: He often acts as described 1 2 3 (4) 5

EXAMPLE: He never acts as described (1) 2 3 4 5

EXAMPLE: He occasionally acts as described 1 2 (3) 4 5

1. He acts as the spokesman of the group 1 2 3 4 5
2. He waits patiently for the results of a decision 1 2 3 4 5
3. He makes pep talks to stimulate the group 1 2 3 4 5
4. He lets group members know what is expected of them 1 2 3 4 5
5. He allows the members complete freedom in their work 1 2 3 4 5
6. He is hesitant about taking initiation in the group 1 2 3 4 5
7. He is friendly and approachable 1 2 3 4 5
8. He encourages overtime work 1 2 3 4 5
9. He makes accurate decisions 1 2 3 4 5
10. He gets along well with the people above him 1 2 3 4 5
11. He publicizes the activity of the group 1 2 3 4 5
12. He becomes anxious when he cannot find out what is coming next 1 2 3 4 5
13. His arguments are convincing 1 2 3 4 5
14. He encourages the use of uniform procedures 1 2 3 4 5
15. He permits the members to use their own judgment in solving problems 1 2 3 4 5
16. He fails to take necessary action 1 2 3 4 5
17. He does little things to make it pleasant to be a member of the group 1 2 3 4 5
18. He stresses being ahead of competing group 1 2 3 4 5
19. He keeps the group working together as a team 1 2 3 4 5
20. He keeps the group in good standing with higher authority 1 2 3 4 5
21. He speaks as the representative of the group 1 2 3 4 5
22. He accepts defeat in stride 1 2 3 4 5
23. He argues persuasively for his point of view 1 2 3 4 5
24. He tries out his ideas in the group 1 2 3 4 5
25. He encourages initiative in group members 1 2 3 4 5

26. He lets other persons take away his leadership in the group 1 2 3 4 5
27. He puts suggestions made by the group into operation 1 2 3 4 5
28. He needles members for greater effort 1 2 3 4 5
29. He seems able to predict what is coming next 1 2 3 4 5
30. He is working hard for a promotion 1 2 3 4 5
31. He speaks for the group when visitors are present 1 2 3 4 5
32. He accepts delay without becoming upset 1 2 3 4 5
33. He is a very persuasive talker 1 2 3 4 5
34. He makes his attitude clear to the group 1 2 3 4 5
35. He lets the members do their work the way they think best 1 2 3 4 5
36. He lets some members take advantage of him 1 2 3 4 5
37. He treats all group members as his equal 1 2 3 4 5
38. He keeps the work moving at a rapid pace 1 2 3 4 5
39. He settles conflicts when they occur in the group 1 2 3 4 5
40. His superiors act favorably on most of his suggestions 1 2 3 4 5
41. He represents the group at outside meetings 1 2 3 4 5
42. He becomes anxious when waiting for new developments 1 2 3 4 5
43. He is very skillful in an argument 1 2 3 4 5
44. He decides what shall be done and how it shall be done 1 2 3 4 5
45. He assigns a task, then lets the members handle it 1 2 3 4 5
46. He is the leader of the group in name only 1 2 3 4 5
47. He gives advance notice of changes 1 2 3 4 5
48. He pushes for increased production 1 2 3 4 5
49. Things usually turn out as he predicts 1 2 3 4 5
50. He enjoys the privileges of his position 1 2 3 4 5

51. He handles complex problems efficiently 1 2 3 4 5

52. He is able to tolerate postponement and uncertainty 1 2 3 4 5

53. He is not a very convincing leader 1 2 3 4 5

54. He assigns group members to particular tasks 1 2 3 4 5

55. He turns the members loose on a job, and lets them go to it 1 2 3 4 5

56. He backs down when he ought to stand firm 1 2 3 4 5

57. He keeps to himself 1 2 3 4 5

58. He asks the members to work harder 1 2 3 4 5

59. He is accurate in predicting the trend of events 1 2 3 4 5

60. He gets his superiors to act for the welfare of the group members 1 2 3 4 5

61. He gets swamped by details 1 2 3 4 5

62. He can wait just so long, then blows up 1 2 3 4 5

63. He speaks from a strong inner conviction 1 2 3 4 5

64. He makes sure that his part in the group is understood by the group members 1 2 3 4 5

65. He is reluctant to allow the members any freedom of action 1 2 3 4 5

66. He lets members have authority that he should keep 1 2 3 4 5

67. He looks out for the personal welfare of the group members 1 2 3 4 5

68. He permits the members to take it easy in their work 1 2 3 4 5

69. He sees to it that the work of the group is coordinated 1 2 3 4 5

70. His word carries weight with his superiors 1 2 3 4 5

71. He gets things all tangled up 1 2 3 4 5

72. He remains calm when uncertain about coming events 1 2 3 4 5

73. He is an inspiring talker 1 2 3 4 5

74. He schedules the work to be done 1 2 3 4 5

75. He allows the group a high degree of initiative 1 2 3 4 5

76. He takes full charge when emergencies arise 1 2 3 4 5

77. He is willing to make changes 1 2 3 4 5

78. He drives hard when there is a job to be done 1 2 3 4 5

79. He helps groups members settle their differences 1 2 3 4 5

80. He gets what he asks for from his superiors 1 2 3 4 5

81. He can reduce a madhouse to system and order 1 2 3 4 5

82. He is able to delay action until the proper time occurs 1 2 3 4 5

83. He persuades others that his ideas are to their advantage 1 2 3 4 5

84. He maintains definite standards of performance 1 2 3 4 5

85. He trusts the members to exercise good judgment 1 2 3 4 5

86. He overcomes attempt made to challenge his leadership 1 2 3 4 5

87. He refuses to explain his actions 1 2 3 4 5

88. He urges the group to beat its previous record 1 2 3 4 5

89. He anticipates problems and plans for them 1 2 3 4 5

90. He is working his way to the top 1 2 3 4 5

91. He gets confused when too many demands are made of him 1 2 3 4 5

92. He worries about the outcome of any new procedure 1 2 3 4 5

93. He can inspire enthusiasm for a project 1 2 3 4 5

94. He asks that group members follow standard rules and regulations 1 2 3 4 5

95. He permits the group to set its own pace 1 2 3 4 5

96. He is easily recognized as the leader of the group 1 2 3 4 5

97. He acts without consulting the group 1 2 3 4 5

98. He keeps the group working up to capacity 1 2 3 4 5

99. He maintains a closely knit group 1 2 3 4 5

100. He maintains cordial relations with superiors 1 2 3 4 5

APPENDIX D

APPENDIX B

District Evaluation Report System

Commonwealth of Pennsylvania
DEPARTMENT OF EDUCATION
Box 911, Harrisburg, Pa. 17126

Temporary and Professional Employe's Rating Sheet

Last Name	First Name	Middle Name	
District (I.U.)	School	Subject(s)	Grade(s)

Satisfactory ice of employe suffi- ly acceptable to justify continuation of employment.	Name of Person Rating			**Unsatisfactory** Improvement is essential to justify continuance in service.	Name of Person Rating		
	Position		Date		Position		Date

I PERSONALITY	✓	II PREPARATION	✓	III TECHNIQUE	✓	IV PUPIL REACTION	✓
1. Physical Characteristics		1. Professional Attitudes		1. Planning and Organization		1. Enthusiasm	
2. Emotional Stability		2. Technical Knowledge and Skill		2. Individualization		2. Power to Appraise	
3. Social Adjustment		3. Continuity of Prof'l Growth		3. Classroom Generalship		3. Normal Development	
4. Professional Relationships		4. Subject Matter Scholarship		4. Manipulation of Materials		4. Expression	
5. Judgment		5. Language Usage		5. Ability to Compromise		5. Subject Matter Progress	
6. Habits of Conduct		6. Civic Responsibility		6.		6. Habits of Thinking	
7.		7. Dependability		7.		7. Habits of Conduct	
8.		8. Appreciation and Ideals		8.		8. Attitudes	
9.		9.		9.		9.	

GENERAL RATING

1. Each school official who rates an employe should use a rating card for each rating given.

2. The responsible school official will first rate the employe in general terms of satisfactory or unsatisfactory. If an employe is to be rated satisfactory, the signature of the person doing the rating must be in the block opposite satisfactory; if unsatisfactory, in the block opposite unsatisfactory.

3. Ratings should have the support of anecdotal records. In the case of UNSATISFACTORY ratings, such records must be maintained in the office of the superintendent of schools and a copy supplied to the employe immediately after it has been completed.

Rating ______________ Seniority ____________ Total ______________

DETAILED APPRAISAL

1. When an unsatisfactory rating is given an employe, the school official must place a check in the block opposite that rating.

2. In this respect it is entirely possible that a gross deficiency in a single quality might be sufficiently serious to warrant a total rating of unsatisfactory even though other items were not marked at all.

3. Whenever an unsatisfactory rating is given, each such recorded rating must be stated and the specific circumstances cited. The record must include specific details of evidence likely to be important, in case the services of a teacher are to be discontinued or dismissed.

Final Rating: SATISFACTORY

certify that the above-named employe has taught for _________ years _________ months under my supervision from _________________ to _________________ , and as received from me a final rating of "SATISFACTORY."

_________ Date

_________________________ I.U. Director or Dist. Superintendent

Use "FINAL RATING" when reporting to School Boards or Department of Education. "FINAL RATING" may represent a number of separate ratings during period of employment.

DEBE-333 (5-72)

Final Rating: UNSATISFACTORY

I certify that the above-named employe has taught for _________ years _________ months under my supervision from _________________ to _________________, and has received from me a final rating of "UNSATISFACTORY."

_________ Date

_________________________ I.U. Director or Dist. Superintendent

DEFINITIONS

1. DEFINITION OF "PROFESSIONAL EMPLOYE"—The term "professional employe" shall include those who are certified as teachers, supervisors, principals, directors of vocational education, dental hygienists, visiting teachers, home and school visitors, school counselors, school secretaries the selection of whom is on the basis of merit as determined by eligibility lists, and school nurses.

2. FUNCTION AND SCOPE OF RATING—Under Article XI, Pennsylvania School Laws, 1949, two types of school employes are included: TEMPORARY AND PROFESSIONAL. During status as a TEMPORARY EMPLOYE, at least twice a year such employe must be notified as to quality of service. No such employe shall be dismissed unless rated as unsatisfactory and notified in writing of such unsatisfactory rating within 10 days after the unsatisfactory rating is determined. If a temporary employe is certified by an I.U. Director or district superintendent of schools to the secretary of the school district during the last four months of the second year of service as rendering satisfactory service, such employe shall then receive the status of PROFESSIONAL EMPLOYE.

3. The PROFESSIONAL EMPLOYE shall have permanent tenure unless dismissed for cause; if the cause is incompetency, the determination of such incompetency shall be the record of this card and anecdotal records.

4. It shall hereafter be the duty of boards of school directors to cause to be established a permanent record system containing ratings for each teacher employed within the district and copies of all ratings for the year shall be transmitted to the teacher upon his or her request; or if any rating during the year is unsatisfactory, copy of same shall be transmitted to the teacher concerned. No teacher shall be dismissed under this act unless such rating records have been kept on file by the board of school directors.

5. When the number of professional employes within a district must be reduced, the I.U. Director or district superintendent shall appraise the accumulated ratings of such employes and suspend the employe with the lowest rating first, next lowest second and so on; where no substantial difference in rating can be determined through such appraisal, seniority or service rights shall be the determining consideration; in cases where there are substantial differences in rating of those under consideration for suspension, seniority shall be given consideration in accordance with principles and standards of weighting incorporated in the rating card. Indicate the numerical rating on a basis of zero to twenty points in each of the listed classifications – (1) Personality, (2) Preparation, (3) Technique, (4) Pupil reaction. To the total numerical score thus computed add one point for each year of experience as a regular full-time employe in the schools of this Commonwealth to a total not exceeding twenty points, recording the rating thus secured in the space available under the caption "General Rating" as follows:

Rating 60 Seniority 10 Total 70

6. THE PLAN OF RATING—The service of most school employes is satisfactory to the degree that such service may be allowed to continue in the particular district in which it is being rendered. This does not mean that no further improvement can be made or is to be expected in a particular case; the reverse is true in all cases in varying degree. However, it does mean that in most cases the professional service of the employe is sufficiently acceptable to justify continuation of employment.

7. Whenever anyone who has been delegated by the I.U. Director or district superintendent to rate an employe appraises the service of such employe as UNSATISFACTORY; that is, as unacceptable from the standpoint of the continuation of such employe in the service of the district concerned, the one making the rating should so indicate both under the GENERAL RATING and also under the pertinent detailed headings.

FOR CERTIFICATION

8. Effective since May 1, 1942, a rating of "satisfactory" has been accepted for the purpose of renewing, extending, or validating a temporary certificate as a permanent certificate; a rating of "unsatisfactory" with a recommendation of the superintendent for renewal will permit one and only one renewal of the certificate by the Department of Education.

If the rating on this card is unsatisfactory, please indicate below whether you recommend the renewal of the certificate for the teacher for whom the rating is submitted.

	YES

DISTRICT EVALUATION REPORT SYSTEM

FOX CHAPEL AREA SCHOOL DISTRICT

CLASSROOM OBSERVATION REPORT

Date ____________________

Teacher ____________________ Grade ________ Observer ____________________

School ____________________ Time ________ No. Students ____________________

Subject Area ____________________ Type of Class ____________________

(History, Reading, Writing, Math, etc.) (Acc., Avg., Basic)

REVIEW:

OBJECTIVES:

METHODS AND PROCEDURES:

SUMMARY:

ASSIGNMENTS:

COMMENTS: (Personality, Preparation, Technique, Pupil Reaction, Etc.)

NON-CLASSROOM PERFORMANCE:

COMMENDATIONS:

RECOMMENDATIONS:

I HAVE EXAMINED THIS REPORT AS PRESCRIBED IN ARTICLE 4 COLLECTIVE BARGAINING AGREEMENT, DATED JULY 1, 1977, AND I (1) HAVE NO COMMENTARY; (2) WISH THE ATTACHED COMMENTARY TO BE A PART OF THE REPORT. (CIRCLE THE APPROPRIATE NUMBER.)

APPENDIX E

APPENDIX E

TEACHERS' PERCEPTION OF THE SUPERVISORY PROCESS

1. What is expected of me, as a teacher, in the supervisory process?

2. What do I want the supervisory process to do for me?

3. What have been my expectations of the supervisor in past supervisory practices?

4. How effective or ineffective have past supervisory practices been in improving my instruction?

APPENDIX F

APPENDIX F

NAME DATE Form 1

	Planned	Unplanned	Initiated by self	Initiated by other(s)	Task completed	Task not completed	Task interrupted before completed	Task not interrupted before completed	Project Related	Non-project Related	# of People Participating	Code (See Chart III)
8:00- 8:15												
8:16- 8:30												
8:31- 8:45												
8:46- 9:00												
9:01- 9:15												
9:16- 9:30												
9:31- 9:45												
9:46-10:00												
10:01-10:15												
10:16-10:30												
10:31-10:45												
10:46-11:00												
11:01-11:15												
11:16-11:30												
11:31-11:45												
11:46-12:00												
12:01-12:15												
12:16-12:30												
12:31-12:45												
12:46- 1:00												
1:01- 1:15												
1:16- 1:30												
1:31- 1:45												
1:46- 2:00												
2:01- 2:15												
2:16- 2:30												
2:31- 2:45												
2:45- 3:00												
3:01- 3:15												
3:16- 3:30												
3:31- 3:45												
3:46- 4:00												
After 4:00												

CHART III

Form 2

	CATEGORY TITLE AND CODE		Total No. of 1/4 Hrs, in This Category Over 10 Days	Approx. % of Time in Each Category
1.	(I.O.T.)	Individual Observation of a Teacher or Classroom		
2.	(I.C.T.)	Individual Conferencing with a Teacher		
3.	(P.G.T.)	Planning with Groups of Teachers or Aides		
4.	(M.T.)	Modeling, Teaching or Assisting with Teaching		
5.	(W)	Writing Memos or Reports		
6.	(K.R.)	Keeping Records		
7.	(T)	Telephone Calls		
8.	(P.P.)	Personal Planning by Myself		
9.	(M.S.P.)	Meeting with District Personnel (Other than teachers or aides.)		
10.	(D.C.M.)	Design and Construction of Materials		
11.	(S.T.)	Site Traveling		
12.	(P.I.T.T.)	Planning In-Service Training with Teachers and Aides.		
13.	(C.I.T.T.)	Conducting In-Service Training with Teachers and Aides		
14.	(D.M.)	Distributing Materials		
15.	(O)	Other -- Break this category into specific subcategories		

Total number of 1/4 hours recorded ____________________

FORM 3

Week	Teacher	Contacts		Behavior Checklist		Pre-Conference		Observation		Post-Conference		Remarks
		Date	Amount of Time	Date	Amount of Time	Date	Amount of Time	Date	Amount of Time	Date	Amount of Time	

APPENDIX G

APPENDIX G

Example 1

Behavior Checklist

Date: December 12, 1978

Teacher A

This week I will:

- meet with the students' scoring below their expected achievement level and teach fifteen minutes each day to these specific skill deficiencies in math and reading using criterion reference programs.
- state in every lesson presented to the students the purpose, method and degree of learning.
- measure the amount of teacher talk vs. student talk using the Flander's Interaction Analysis.
- positively reinforce each student once in the a.m. and again in the p.m.
- during large group discussions have each student participate at least once during the session.

No. Completed ____________ Date ______________

APPENDIX G

Example 2

Behavior Checklist

Date: February 16, 1979

Teacher C

This week I will:

- give more specific directions before each test as measured by the number of times the students during class and the directions to be repeated.
- meet with the students scoring below their expected achievement level and teach fifteen minutes each day to their specific skill deficiencies in math and reading using criterion-reference programs.
- set aside fifteen minutes each morning to discuss with students anything they wish to talk about.
- increase the variations of questions asked as measured by a checklist of the various levels.
- move about the room more to increase student response from all areas.

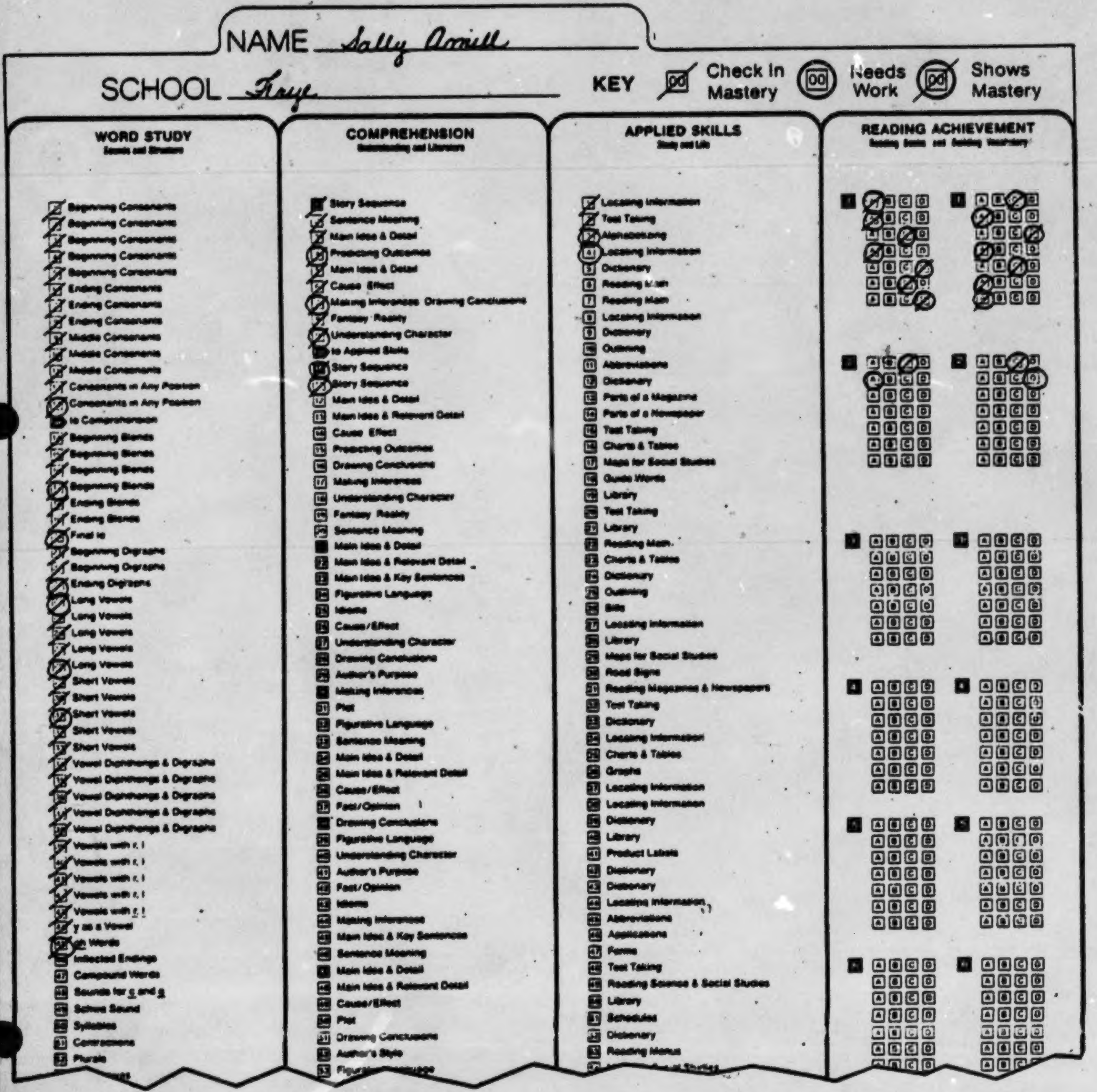
No. Completed ____________ Date ____________

APPENDIX H

APPENDIX H

READING PROFILE

By glancing at a portion of a student's Cumulative Achievement Record below, you can see how the curriculum organization provides for students to work in all three skill strands and apply the skills by continuously reading books and adding new reading vocabulary in strand four. Keep in mind, too, that students may be further advanced in one skill strand than in another.



NAME Sally Amill

SCHOOL Faye

KEY 00 Check In Mastery 00 Needs Work 00 Shows Mastery

WORD STUDY
Sounds and Structure

- Beginning Consonants
- Beginning Consonants
- Beginning Consonants
- Beginning Consonants
- Beginning Consonants
- Ending Consonants
- Ending Consonants
- Ending Consonants
- Middle Consonants
- Middle Consonants
- Middle Consonants
- Consonants in Any Position
- Consonants in Any Position
- to Comprehension
- Beginning Blends
- Beginning Blends
- Beginning Blends
- Beginning Blends
- Ending Blends
- Ending Blends
- Final le
- Beginning Digraphs
- Beginning Digraphs
- Ending Digraphs
- Long Vowels
- Long Vowels
- Long Vowels
- Long Vowels
- Long Vowels
- Short Vowels
- Short Vowels
- Short Vowels
- Short Vowels
- Short Vowels
- Vowel Diphthongs & Digraphs
- Vowel Diphthongs & Digraphs
- Vowel Diphthongs & Digraphs
- Vowel Diphthongs & Digraphs
- Vowel Diphthongs & Digraphs
- Vowels with r, l
- Vowels with r, l
- Vowels with r, l
- Vowels with r, l
- Vowels with r, l
- y as a Vowel
- ch Words
- Inflected Endings
- Compound Words
- Sounds for c and g
- Schwa Sound
- Syllables
- Contractions
- Plurals

COMPREHENSION
Understanding and Literature

- Story Sequence
- Sentence Meaning
- Main Idea & Detail
- Predicting Outcomes
- Main Idea & Detail
- Cause Effect
- Making Inferences Drawing Conclusions
- Fantasy Reality
- Understanding Character
- to Applied Skills
- Story Sequence
- Story Sequence
- Main Idea & Detail
- Main Idea & Relevant Detail
- Cause Effect
- Predicting Outcomes
- Drawing Conclusions
- Making Inferences
- Understanding Character
- Fantasy Reality
- Sentence Meaning
- Main Idea & Detail
- Main Idea & Relevant Detail
- Main Idea & Key Sentences
- Figurative Language
- Idioms
- Cause/Effect
- Understanding Character
- Drawing Conclusions
- Author's Purpose
- Making Inferences
- Plot
- Figurative Language
- Sentence Meaning
- Main Idea & Detail
- Main Idea & Relevant Detail
- Cause/Effect
- Fact/Opinion
- Drawing Conclusions
- Figurative Language
- Understanding Character
- Author's Purpose
- Fact/Opinion
- Idioms
- Making Inferences
- Main Idea & Key Sentences
- Sentence Meaning
- Main Idea & Detail
- Main Idea & Relevant Detail
- Cause/Effect
- Plot
- Drawing Conclusions
- Author's Style
- Figurative Language

APPLIED SKILLS
Study and Life

- Locating Information
- Test Taking
- Alphabetizing
- Locating Information
- Dictionary
- Reading Math
- Reading Math
- Locating Information
- Dictionary
- Outlining
- Abbreviations
- Dictionary
- Parts of a Magazine
- Parts of a Newspaper
- Test Taking
- Charts & Tables
- Maps for Social Studies
- Guide Words
- Library
- Test Taking
- Library
- Reading Math.
- Charts & Tables
- Dictionary
- Outlining
- Bills
- Locating Information
- Library
- Maps for Social Studies
- Road Signs
- Reading Magazines & Newspapers
- Test Taking
- Dictionary
- Locating Information
- Charts & Tables
- Graphs
- Locating Information
- Locating Information
- Dictionary
- Library
- Product Labels
- Dictionary
- Dictionary
- Locating Information
- Abbreviations
- Applications
- Forms
- Test Taking
- Reading Science & Social Studies
- Library
- Schedules
- Dictionary
- Reading Menus

READING ACHIEVEMENT
Reading Books and Building Vocabulary

9 Work On

Middle Consonants
(b, d, p, l, t)

APPENDIX H
PRESCRIPTION

Ready to Work On ____________
Date

Ready to Check Out ____________
Date

- ☐ **w/Practice Pad E** 10
- ☐ **w/RHS SS A Lime** I-Os 15-16
- ☐ **w/RHS SS Yel** I-Os 65-67
- ☐ **k/ARK Alligator** Tape, Les Card, Activ Sheet for 5B
- ☐ **k/ARK Bear** Tape, Les Card, Activ Sheet for 3A
- ☐ **k/ARK Cougar** Tape, Les Card, Activ Sheet for 2A
- ☐ **k/ARK Dolphin** Tape, Les Card, Activ Sheet for 1A
- ☐ **k/SRA—Schoolhouse** Lime cards 11-12, 14, 23-25
- ☐ **k/SRA—Skills Phonics** Tape 7, Activ Sheets 7A-B
- ☐ **av/Clues** Tape and Mag for Les 5B
- ☐ **av/Minisys** Tape, Activ sheet 2058

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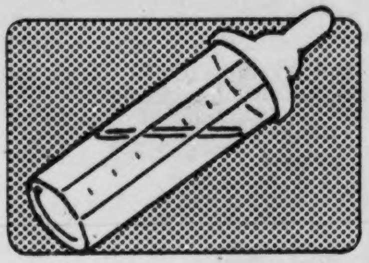
PRE-TEST

NAME DATE CLASS

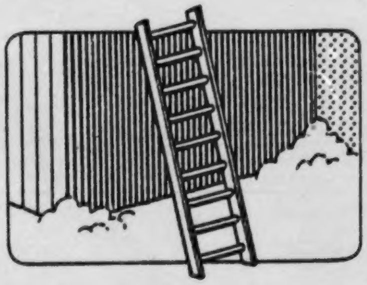
Directions Look at the picture. Then find the word that stands for the picture.

●



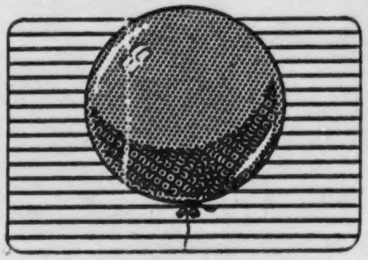
● bottle
Ⓑ boddle
Ⓒ bopple
Ⓓ bobble

1.



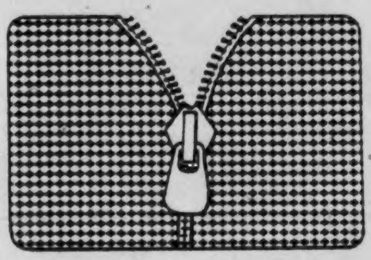
Ⓐ lapper
Ⓑ ladder
Ⓒ latter
Ⓓ labber

2.



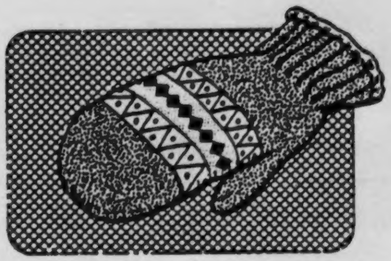
Ⓐ balloon
Ⓑ battoon
Ⓒ bappoon
Ⓓ baddoon

3.



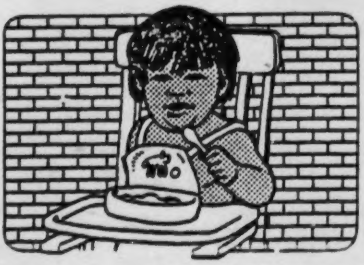
Ⓐ zitter
Ⓑ zidder
Ⓒ zibber
Ⓓ zipper

4.



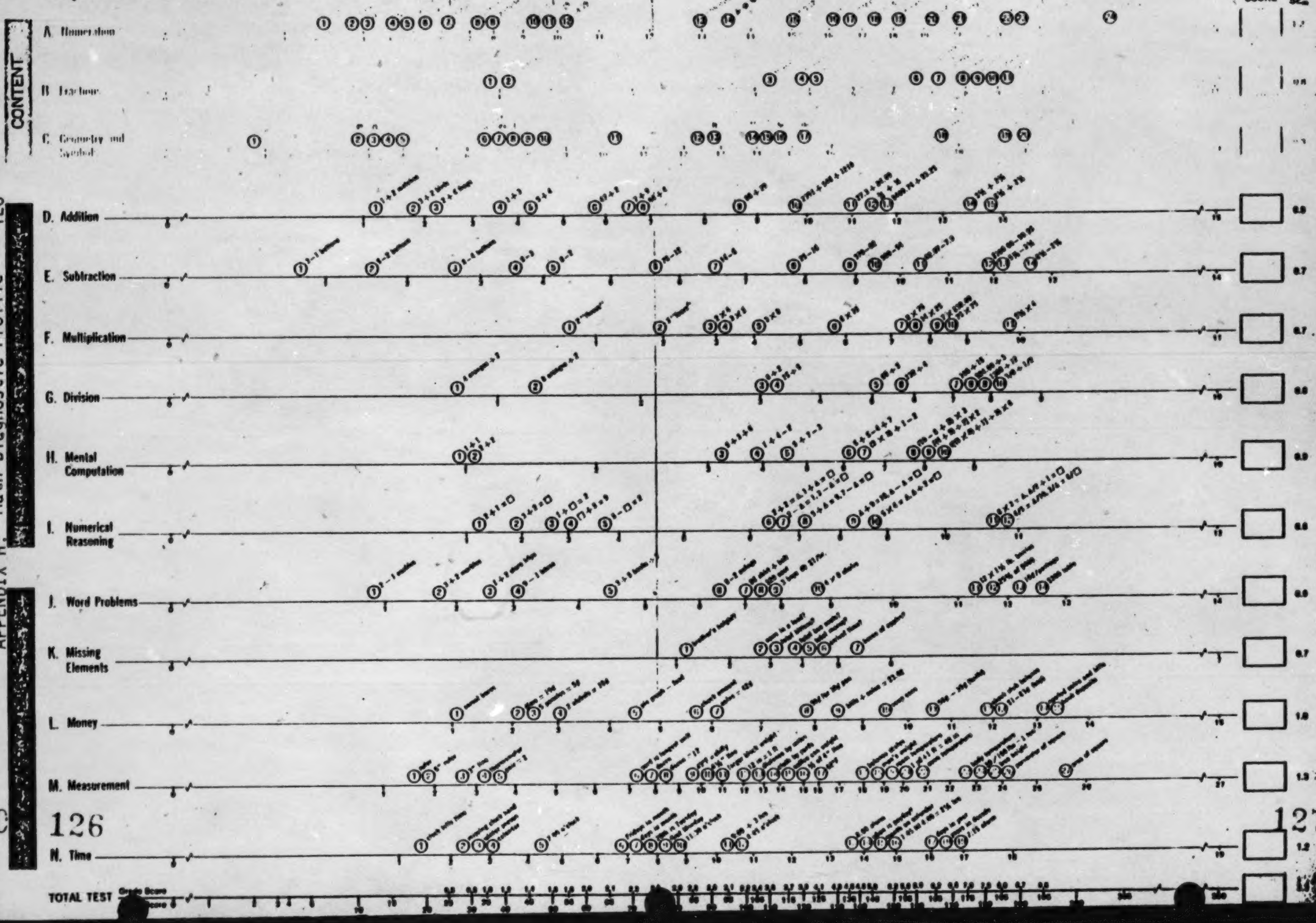
Ⓐ millen
Ⓑ mitten
Ⓒ midden
Ⓓ mibben

5.



Ⓐ baly
Ⓑ bady
Ⓒ baby
Ⓓ baty

KeyMath DIAGNOSTIC PROFILE


CONTENT
A. Numeration
B. Fractions
C. Geometry and Symbols
D. Addition
E. Subtraction
F. Multiplication
G. Division
H. Mental Computation
I. Numerical Reasoning
J. Word Problems
K. Missing Elements
L. Money
M. Measurement
N. Time
TOTAL TEST
Grade Score
RAW SCORE
SEm

APPENDIX I

APPENDIX I

Teacher's Vignittes

Interviewed Responses to a Four-Item Questionnaire

1. Orientation

From the beginning Teacher A demonstrated a great concern for the ways that the supervisory model could assist her in becoming a more effective teacher. Following our initial group meeting she requested several individual meetings questioning the sequence of steps and responsibilities which I had explained to the group. Much of the uncertainty on her part appeared to stem from the disbelief that she was going to be as responsible as the supervisor in determining what behavioral statements would be included in her behavioral checklist and that this checklist would be the instrument used in the supervisory process. Teacher A, as well as the other twelve teachers involved in this project, was accustomed to a supervisory process more involved with evaluation that with the improvement of instruction. Teacher A revealed that her only supervision, in fifteen years of public school teaching, came as the result of the required annual evaluation.

2. Teacher A Questionnaire

Teacher A responded to this questionnaire within a week of our initial group meeting. Her responses were as follows:

1. What is expected of me, as a teacher, in the supervisory process?

   I expect to be open-minded enough to listen to and follow suggestions, directions and help out where needed without being asked.

2. What do I want the supervisory process to do for me?

Allow for freedom to try new ideas, methods without fear of censure for possible failure.

3. What have been my expectations of the supervisor in past supervisory practices?

To be reprimanded for a small insignificant factor without learning about and seeing the total picture.

4. How effective or ineffective have past supervisory practices been in improving my instruction?

Has been somewhat effective if the criticism has been constructive and appreciation of efforts has been shown.

It is obvious from Teacher A's responses to the questionnaire that her main experiences with the supervisory process have related to her professional evaluation. In the past she has accepted the supervisor's word as gospel and felt that he was a person who knew all the answers to how a classroom should be conducted.

Within a week following the completion of the study each teacher was asked to respond to the teacher questionnaire for the final time. Teacher A's responses follow:

1. What was expected of me, as a teacher, in the supervisory process?

As a teacher I was given the opportunity to sit with the supervisor and jointly select a group of behaviors which I felt comfortable with and would try to practice each day during my class period. I was also expected to discuss my achievement of these behaviors at a conference following an observation.

2. What has this type of a supervisory process done for me as a teacher?

This type of process has helped me become more aware of the inconsistencies in my teaching and has aided me in more clearly establishing a procedure which students can more clearly follow.

3. What has come to be my expectations of the supervisor in this type of a supervisory process?

> I can now expect the supervisor to understand what I am trying to accomplish and be able to reinforce my good points and make helpful suggestions to better enable me to meet the rest of my objectives.
>
> 4. How has this type of a supervisory process been effective or ineffective in improving my instruction?
>
> I felt that this process was effective for me in creating a type of self supervision. I am a type of person who will always try harder when I am given the opportunity to provide input into any type of a job. This was the first time in my educational experience that I was given an opportunity to provide input into what a supervisor would look for in my class.

It appears that Teacher A has a different view of her role as a teacher in this type of a supervisory process. She now expresses a feeling of becoming more comfortable with her job as a teacher as well as accepting the supervisor as a person with understanding rather than a person who has been sent to reprimand. Her students are mentioned for the first time where a concern to more clearly

1. Orientation

From the beginning Teacher B had a difficult time understanding what her responsibilities were going to be during this project. After our initial meeting it took several conferences for her to accept the fact that responsibilities for setting up the supervisory model for her classroom would be a cooperative process. She, like the other teachers involved in this study, thought of supervision only in terms of evaluation. It was difficult for me to convince her that supervision was concerned with the improvement of instruction and not merely evaluating her teaching.

Much of this misunderstanding about supervision can been seen in her answers to the questionnaire that was given to each participant at at the beginning of the study and again at the end.

2. Teacher B Questionnaire

1. What is expected of me, as a teacher in the supervisory process?

It is up to me to keep my classes updated at all times and to change my methods according to the needs of my class.

2. What do I want the supervisory process to do for me?

Give me guidance in the area in which I need help. To suggest alternate plans to methods I already use.

3. What have been my expectations of the supervisor in past supervisory practices?

Nothing. After my first experience, supervisory help with my classes seemed to be a melting pot for giving comments of shortcomings rather than aid. Some things brought out about classes had nothing to do with instruction.

4. How effective or ineffective have past supervisory practices been in improving my instruction?

Any effective improvement has been done on my own.

Her responses indicate that she does not perceive a supervisor as an individual who is interested in helping her to improve her instruction. Instead, she indicates that past supervisory practices have not contributed to improving her instruction. This was further evident when past supervisory (evaluation) forms were checked and found the following suggestions and comments about Teacher B.

1. Too many students not paying attention.
2. Involve more students in discussion.
3. Writing on the desks.
4. Don't sit and teach.
5. I have seen too many students out of their seats when I pass your room daily.

These comments explain her answer to question three.

Following her experiences during this study she gave the following responses:

> 1. What was expected of me as a teacher in the supervisory process used to conduct this study?
>
> I was expected to work with a supervisor and jointly construct a behavioral checklist which I would use as a guideline for my classes. I was also expected to practice these behaviors and check their attainment at the end of each day.
>
> 2. What has this type of supervisory process done for me as a teacher?
>
> Made me more aware of achieving my guidelines and I felt it gave me a positive reinforcement. I felt I had a purpose of achieving a self-made goal rather than living up to some undefined objectives set down by a supervisor.
>
> 3. What has come to be my expectations of the supervisor in this type of a supervisory process?
>
> Make me aware of those objectives I am having trouble attaining and what could be done to improve them. An dea of what objectives to delete in the future and what ones to add.
>
> 4. How has this type of a supervisory process been effective or ineffective in improving my instruction?
>
> It has been an effective means of improving instruction because it gave me a positive goal to attain. Also, it provided a bond between the teacher and the supervisor which has never been present before with other supervisors. It made me feel more needed and also important enough to make up joint objectives rather than trying to attain objectives set down by others.

Teacher B's comments indicate that she now has a clearer view of how a supervisor differs from an evaluator. Her attitude is more positive with a willingness to help in a self-supervisory process.

1. Orientation

At our orientation meeting Teacher C seemed to have a very good understanding of what to do during the course of the project. Conferences with her and visits to classroom further revealed this understanding. She was anxious to begin and offered many good suggestions in formulating the behavioral checklist.

Even though she was very helpful in constructing her behavioral checklist, she, like nearly every participant, viewed supervision and evaluation as one and the same. This is evident in her initial responses to the teacher's questionnaire which she filled out during the first week of this project. She uses many words like enthusiasm, rapport, interest, etc. which are found in the standard evaluation form provided by the state and used by many schools as the only means of supervision.

2. Teacher C Questionnaire

1. What is expected of me, as a teacher, in the supervisory process?

Enthusiasm toward the subject. Interest in my students. Rapport between the teacher and her students. Knowledge of subject matter. Interest in the school in general. Method of presentation.

2. What do I want the supervisory process to do for me?

Help me grow as a teacher and as a professional employee. Make constructive criticism. Offer any new materials or suggestions that he might have found in other schools or in business.

3. What have been my expectations of the supervisor in past supervisory practices?

To check me on the items listed on the yellow slip: bulletin boards, etc. Many of these were good, but I felt they might be more critical than helpful.

4. How effective or ineffective have past supervisory practices been in improving my instruction?

I most appreciated Mr. ______________ interest in my subject. His constructive criticism, the new materials he presented to me, his ability to inspire me with new ideas, projects and interest in what I was doing. I was also impressed with another visitation where the supervisor returned to see the project continued.

The yellow slip referred to in question three is the evaluation form used by the school. Teacher C never mentions any supervisory relationship involving a give and take approach aimed at the improvement of instruction.

Her answers to the questionnaire following the conclusion of the project reveal a different feeling about her role as well as the supervisor's role and their relationship to supervision. Teacher C's comments follow:

> 1. What was expected of me, as a teacher, in the supervisory process used to conduct this study?
>
> To improve as a teacher, to gain insight into the needs of my students, and become a more effective teacher: using a behavioral and method checklist as a measure of my performance. Finally, to have the behaviors reflected in the performance of my students.
>
> 2. What has this type of a supervisory process done for me as a teacher?
>
> It has helped my performance considerably. By being aware of the behaviors I felt were necessary to achieve certain objectives I found I was supervising myself as well as being supervised.
>
> 3. What has come to be my expectations of the supervisor in this type of a supervisory process?
>
> To include me in any new developments we think could be used to improve my instruction as well as to continually improve our curriculum and training for our students.
>
> 4. How has this type of a supervisory process been effective or ineffective in improving my instruction?
>
> This type of a supervisory process was very effective. I felt the supervisor was helping me help myself, was very interested, and was assisting in reaching established objectives. With my behavioral checklist: I was aware, daily, of what I considered to be the best for the students.

Her comments at the conclusion of the study show a greater reliance on the supervisor as a colleague rather than a person primarily associated with rating. They also show an understanding of how a teacher can become very active in supervising himself without the constant efforts of a supervisor. She appears more self-confident about her own role as well as the role of the supervisor.

APPENDIX J

APPENDIX J

PRE-POST STANFORD ACHIEVEMENT TESTS COMPARISON

Grade	Student No.	I.Q. Score	E.A. Pre	E.A. Post	Reading Pre	Reading (Diff)	Reading Post	Reading (Diff)	Math Pre	Math (Diff)	Math Post	Math (Diff)	Gain Read	Gain Math
2	1	99	2.0	2.8	1.7	(-.3)	2.9	(+1)	1.5	(-.5)	2.8	(+0)	+1.2	+1.3
	2	125	2.2	3.2	1.6	(-.6)	3.6	(+4)	1.5	(-.7)	2.1	(-1)	+2.0	+1.6
	3	115	2.1	3.0	1.8	(-.9)	3.2	(+2)	1.6	(-.6)	3.0	(+0)	+1.4	+1.4
	4	106	2.0	2.8	1.5	(-.5)	3.0	(+2)	1.4	(-.8)	2.9	(+9)	+1.5	+1.5
	5	111	2.1	2.8	1.5	(-.6)	2.9	(+1)	1.4	(-.7)	2.9	(+1)	+1.4	+1.5
	6	100	2.0	2.8	1.6	(-.4)	2.8	(+0)	1.6	(-.4)	2.8	(+0)	+1.2	+1.2
	7	100	2.0	2.8	1.6	(-.4)	2.9	(+1)	1.5	(-.5)	2.9	(+1)	+1.3	+1.4
	8	81	1.8	2.4	1.4	(-.4)	2.3	(-1)	1.5	(-.3)	2.7	(+3)	+ .9	+1.2
	9	100	2.0	2.8	1.5	(-.5)	2.8	(+0)	1.6	(-.4)	2.9	(+1)	+1.3	+1.3
	10	114	2.2	2.8	1.7	(-.5)	2.9	(+1)	1.4	(-.8)	2.8	(+0)	+1.2	+1.4
	11	108	2.1	2.8	2.1	--	2.8	(+0)	1.6	(-.5)	2.7	(-1)	+1.7	+1.1
	12	91	1.9	2.6	1.6	(-.3)	2.8	(+2)	1.4	(-.5)	2.7	(+1)	+1.2	+1.3
	13	106	2.0	2.8	1.6	(-.4)	3.0	(+2)	1.5	(-.5)	2.8	(+0)	+1.6	+1.3
	14	114	2.1	3.0	1.7	(-.4)	3.6	(+6)	1.4	(-.6)	3.1	(+1)	+1.9	+1.7
	15	98	2.0	2.8	1.9	(-.1)	3.1	(+3)	1.5	(-.5)	3.0	(+2)	+1.2	+1.5
	16	99	2.0	2.8	1.8	(-.2)	2.9	(+1)	1.5	(-.5)	2.8	(+0)	+1.1	+1.3
	17	93	1.9	2.7	1.6	(-.3)	2.7	(+0)	1.4	(-.5)	2.7	(+0)	+1.1	+1.3
3	18	108	3.2	4.0	2.5	(-.7)	3.8	(-2)	2.4	(-.8)	4.0	(+0)	+1.3	+2.4
	19	99	3.0	3.8	2.2	(-.8)	3.8	(+0)	1.8	(-1.2)	3.8	(+0)	+1.6	+2.0

APPENDIX J (Continued)

PRE-POST STANFORD ACHIEVEMENT TESTS COMPARISON

Grade	Student No.	I.Q. Score	E.A. Pre	E.A. Post	Reading Pre	(Diff)	Reading Post	(Diff)	Math Pre	(Diff)	Math Post	(Diff)	Gain Read	Gain Math
	20	93	2.0	3.6	2.5	(-.4)	3.6	(+0)	2.5	(-.4)	3.7	(+1)	+1.1	+1.2
	21	120	3.4	4.3	3.3	(-.1)	4.4	(+1)	2.3	(-1.1)	4.4	(+2)	+1.1	+2.1
	22	101	3.0	3.8	2.6	(-.4)	3.8	(+0)	2.5	(-.5)	3.8	(+0)	+1.2	+1.3
	23	101	3.0	3.8	2.6	(-.4)	3.8	(+0)	2.3	(-.7)	3.8	(+1)	+1.2	+1.5
	24	119	3.4	4.3	2.6	(-.8)	4.2	(+1)	2.3	(-1.1)	4.6	(+3)	+1.6	+2.3
	25	115	3.3	4.2	2.7	(-.6)	4.3	(+1)	2.7	(-.6)	4.3	(+1)	+1.6	+1.6
	26	114	3.3	4.2	3.0	(-.3)	4.2	(+0)	3.0	(-.3)	4.3	(+1)	+1.2	+1.3
	27	93	2.9	3.6	2.5	(-.3)	3.7	(+2)	1.4	(-1.5)	2.4	(+0)	+1.2	+1.0
	28	111	3.2	4.0	2.7	(-.5)	4.4	(+4)	2.8	(-.4)	4.2	(+2)	+1.7	+1.4
	29	100	3.0	3.8	2.5	(-.5)	3.9	(+1)	2.0	(-1.0)	3.0	(-8)	+1.4	+1.0
	30	125	3.5	4.5	3.4	(-.1)	4.8	(+3)	2.1	(-1.4)	4.8	(+2)	+1.4	+2.7
	31	99	3.0	3.8	2.5	(-.5)	3.8	(+0)	1.4	(-1.6)	3.8	(+0)	+1.3	+2.4
4	32	96	3.8	4.6	3.9	(-.1)	4.8	(+.2)	2.0	(-1.8)	4.6	(0)	+.9	+2.0
	33	109	4.3	5.1	3.5	(-.8)	5.2	(+.1)	2.7	(-1.6)	5.1	(0)	+1.7	+1.3
	34	89	3.7	4.4	3.3	(-.4)	4.6	(+.2)	3.6	(-.1)	4.6	(+2)	+1.3	+1.0
	35	110	4.3	5.1	2.6	(-1.7)	5.0	(-1)	2.3	(-1.0)	5.2	(+.1)	+2.4	+2.9
	36	111	4.3	5.1	3.6	(-.7)	5.2	(+.1)	3.2	(1.1)	5.0	(-.1)	+1.6	+1.8
	37	90	3.7	4.4	1.5	(-2.2)	4.2	(-2)	1.8	(-1.9)	4.0	(-.4)	+2.6	+2.2
	38	110	4.3	5.1	3.7	(-.6)	5.2	(+.1)	3.0	(-1.3)	5.0	(-.1)	+1.5	+2.0

APPENDIX J (Continued)

PRE-POST STANFORD ACHIEVEMENT TESTS COMPARISON

Grade	Student No.	I.Q. Score	E.A. Pre	E.A. Post	Reading Pre	Reading (Diff)	Reading Post	Reading (Diff)	Math Pre	Math (Diff)	Math Post	Math (Diff)	Gain Read	Gain Math
	39	102	4.0	4.8	2.8	(-1.2)	4.8	(0)	3.3	(-1.3)	4.8	(0)	+2.0	+1.5
	40	93	3.9	4.6	3.5	(-.4)	4.6	(0)	3.0	(-.9)	4.7	(+.1)	+1.1	+1.7
	41	101	4.0	4.8	2.9	(-1.9)	4.8	(0)	2.8	(-1.2)	4.8	(0)	+1.9	+2.0
	42	108	4.3	5.1	3.0	(-1.3)	5.2	(+.1)	3.2	(-1.1)	5.3	(+.2)	+2.2	+2.1
	43	101	4.0	4.8	3.2	(-.8)	5.0	(+.2)	3.3	(-.7)	4.8	(0)	+1.8	+1.5
	44	106	4.2	4.9	4.2	(-0)	4.9	(0)	3.8	(-.4)	5.0	(+.2)	+.8	+1.2
	45	87	3.6	4.2	2.6	(-1.0)	4.3	(+1)	2.9	(-.6)	4.4	(+.2)	+1.7	+1.5
	46	99	4.0	4.8	3.1	(-.9)	4.9	(+.1)	2.3	(-1.7)	4.8	(0)	+1.8	+2.5
	47	119	4.7	5.5	4.1	(-.6)	5.6	(+1)	4.0	(-.7)	5.5	(0)	+1.5	+1.5
5	48	96	4.8	5.5	4.4	(-.4)	5.7	(+.2)	3.4	(-1.4)	5.5	(0)	+1.3	+2.1
	49	105	5.2	6.0	3.5	(-1.7)	6.0	(0)	3.4	(-1.8)	5.8	(-.2)	+2.5	+2.4
	50	79	4.2	4.8	2.4	(-1.8)	4.8	(0)	2.5	(-1.7)	4.8	(0)	+2.4	+2.3
	51	76	4.0	4.6	3.2	(-.8)	4.6	(0)	2.0	(-2.0)	4.3	(-.3)	+1.4	+2.3
	52	91	4.6	5.3	3.3	(-1.3)	5.4	(+1)	2.7	(-1.9)	5.3	(0)	+2.1	+2.6
	53	110	5.4	6.2	4.6	(-.8)	6.4	(+.2)	4.4	(-1.0)	6.4	(+.2)	+1.8	+2.2
	54	92	4.6	5.3	3.8	(-.8)	5.4	(+.1)	3.0	(-1.6)	5.3	(+0)	+1.4	+2.3
	55	110	5.4	6.2	4.4	(-1.0)	6.3	(+.1)	5.0	(-.4)	6.2	(0)	+1.9	+1.2
	56	109	5.4	6.2	4.1	(-1.3)	6.4	(+.2)	4.8	(-.6)	6.6	(0)	+2.3	+1.8

APPENDIX J (Continued)

PRE-POST STANFORD ACHIEVEMENT TESTS COMPARISON

Grade	Student No.	I.Q. Score	E.A. Pre	E.A. Post	Reading Pre	(Diff)	Reading Post	(Diff)	Math Pre	(Diff)	Math Post	(Diff)	Gain Read	Gain Math
6	57	108	5.4	6.2	3.3	(-1.1)	6.4	(+.2)	4.2	(-1.2)	6.3	(+.1)	+3.1	+2.0
	58	106	5.2	6.0	4.8	(-.4)	6.0	(0)	4.4	(-.8)	6.1	(+.1)	+1.2	+1.8
	59	88	5.5	5.9	4.4	(-1.1)	5.9	(0)	2.4	(-3.1)	5.9	(0)	+1.5	+2.0
	60	95	5.7	6.5	4.4	(-1.3)	6.5	(0)	4.7	(-1.0)	6.5	(0)	+2.1	+1.8
	61	100	6.0	6.8	5.0	(-1.0)	6.8	(0)	4.8	(-1.2)	6.8	(0)	+1.8	+2.0
	62	96	5.8	6.5	5.2	(-.6)	6.5	(0)	4.8	(-1.0)	6.7	(+.2)	+1.3	+1.9
	63	105	6.3	7.0	4.5	(-1.8)	7.2	(+.2)	4.1	(-2.2)	6.8	(-.2)	+2.7	+2.7
	64	91	5.5	6.2	4.2	(-1.3)	6.3	(+.1)	5.3	(-.2)	6.3	(-1.1)	+2.1	+1.0

APPENDIX K

APPENDIX K

JOB DESCRIPTION

Elementary Principal

The Elementary School Principal has a direct line of responsibility to the District Administrative Directors in all matters dealing in areas of their assignments. Those areas include the following: instruction, staff personnel, pupil personnel, budgets, building and grounds, transportation, community relations, research and planning.

The functions of Elementary Principal shall consist of the following:

A. be responsible for all personnel in his school.

B. be responsible for the overall educational program in his school.

C. maintain a working relationship with the various supervisory and administrative personnel in the elementary school program.

D. provide leadership in areas of responsibility by keeping abreast of developments in education, sharing this knowledge with colleagues and urging implementation of worthwhile innovative programs.

E. organize and coordinate all facets of the school program.

F. serve as counselor and consultant to staff members and community.

The duties of the Elementary Principal shall consist of the following:

A. assist teachers in improving their teaching techniques by classroom visitation and follow-up consultation.

B. cooperate in curriculum revision and evaluation.

C. interpret the curriculum to the staff, outline its implementation and support the teachers in their work.

D. assign teachers and pupils.

E. assist in continuous in-service development of teachers and other personnel.

F. provide proper and adequate instructional materials.

G. check lesson plans submitted by teachers.

H. arrange for assemblies and other student activities.

I. assist guidance personnel in the total school testing program.

J. prepare preliminary budget request of supplies and materials.

K. maintain pupil discipline and adjustment.

L. complete required reports.

M. oversee plant conditions.

N. aid in recruitment of staff.

O. aid in public relations.

P. be responsible for the extra-curricular program.

Q. attend school board meetings when requested.

R. maintain financial records.

S. assist with student teachers.

T. supervise, record and store student records.

U. provide for substitute teachers and their orientation.

V. attend administrative staff meetings.

W. attend educational and professional meetings.

X. evaluate transcripts for transfer students.

Y. encourage professional in-service growth.

Z. maintain emergency procedures and health safety services.

APPENDIX L

In-service Workshop

APPENDIX L

Behavioral Objectives:

A Programmed Approach

Division of Science and Mathematics
Bureau of Curriculum Services
Pennsylvania Department of Education

TURN TO THE NEXT PAGE

If you are reading this material, you have not followed directions. Go back and read again the information at the top of this page.

Recently questions have been raised about the meaning of the term behavioral objective. It seems that the most direct answer is by demonstration. Three behavioral objectives have been selected for you. You will learn by doing. After you have followed the programmed sequence which is given below, you will be able to perform the following tasks:

1. Given a list of objectives, you will select, with 100% accuracy, those objectives which are written behaviorally, and you will not select those written nonbehaviorally.
2. Given a choice of definitions of verbs, you will correctly choose the most concrete, most specific definitions of a given word.
3. You will complete this program (without pulling out your hair!) by learning to use the concrete terms that make it possible for you to observe with 100% accuracy that which you want to observe. This has special force in respect to the verbs used in objectives, as will be further explained (page 12).

Please pause and ponder.

You have just read three behavioral objectives. They specify three things we want you to be able to do. You will know when you can do them. We can tell by testing when you can do them (i.e. when you have reached or fulfilled a behavioral objective). We have added a skill to your total behavior. It is observable, measurable, concrete to both learner and teacher.

If you do not have any questions -

TURN THE PAGE

You have a question.

The phrase concrete terms refer to the selection of verbs which are valuable because they tell you exactly how you can observe accomplishment of an objective by an individual, or give you definite directions to follow so you can do what is asked of you to do.

TURN THE PAGE

Now for a trial run:

In the space below, write what you think the following objective means.

THE STUDENT WILL UNDERSTAND THE PURPOSE OF THIS PROGRAM.

Did you write anything?

If you know exactly what you meant--

TURN TO THE NEXT PAGE

If you had trouble deciding what you meant, or you believe it could mean many things, the following selected synonyms for the word "understand" will complete the process of confusing you:

grasp
comprehend
apprehend
seize
penetrate
get
follow
figure out
assimilate
decipher
digest
apperceive
perceive
discern
realize
conclude
judge
infer
master
take in

Confused? TURN THE PAGE

Check in the space provided immediately following the statements, your selection of descriptive remarks that would indicate to you that a student understands the objectives of this program.

1. His/her face lights up. ________
2. He/She comprehends the objectives. ________
3. He/She perceives the objectives. ________
4. He/She can grasp the objectives. ________

If none of the above really indicates understanding, use the same directions and read the following:

1. The student will select, with 100% accuracy, behaviorally written objectives when he/she has completed this workbook. ________
2. The student will define selected words used in this workbook in a teacher-prepared examination, the acceptable error range being 0. (All answers must be correct). ________
3. The student will select 5 verbs which denote observable actions for evaluation purposes. ________

A check of these statements indicates that you are beginning to differentiate between a behavioral objective and a nonbehavioral objective.

TURN TO THE NEXT PAGE

Let's try this exercise.

1. Do you believe that it is the school's job to require students to be able to do something better than they could do it before they were exposed to instruction?

   Yes or No (Circle one)

2. If you answered yes, how do you select students who have improved?

   (Write a brief answer)

3. Observation of mental development is a major function of teaching. Which of the following objectives - A or B - could be more easily observed, and which assignment do you think would be completed in a manner acceptable to a teacher?

Objective A	Objective B
To examine the executive and judicial branches of our government.	The student shall write a list of jurisdictional limitations of all of our federal courts, both constitutional and legislative. This listing shall be based on the expressed limitations as purveyed in Article III of the United States Constitution and shall include all such limitations.

If you selected B, TURN TO THE NEXT PAGE.

If you selected A, TURN TO PAGE 8.

You are correct. Objective B tells a student what he/she is supposed to do, and the teacher can evaluate the student's activities by means of a predetermined amount of work.

Are the objectives written so that you would know what to do?

A

1. Make a searching analysis of the concepts underlying democracy.
2. Demonstrate your knowledge of the nature of the federal government, its rise, present status, and possible trends in the future.

or

Do these give you a better idea of what you are supposed to do or supposed to teach?

B

1. The student shall correctly define: expressed powers, implied powers, state decisions, and the supremacy of constitutional law over other forms of law.
2. The student shall prepare a chart which will include a decision, its effective date, and its implications, to demonstrate the concept: "The Supreme Court's jurisdiction is concurrent, appellate, and original."

If you selected Group A, TURN TO PAGE 9.

If you selected Group B, TURN TO PAGE 10.

You were wrong to select A. "To examine the executive and judicial branches" could mean any of the following:

Look at (as under a microscope)

Glance at something

Read something

Write something

Memorize something

Take something apart

Objective B told the student to do a special thing. When he/she has finished, the teacher will have an observable product to evaluate.

TURN BACK TO PAGE 6 AND TRY AGAIN

You said that you would know what to do when told to make a searching analysis of the concepts underlying democracy.

1. How many pages do you think would be acceptable to the teacher?

   ____

2. Should the search be done in the textbook? ________ In books in the library? ________ How many books? ________

3. How many concepts do you think the teacher wants? ________

Can you determine when the rise of the federal government started and when it ended? (Or is it still rising?) If it has a present status, what materials would you read to write a paper on this subject?

PLEASE RETURN TO PAGE 7 AND READ THE MATERIALS AGAIN.

Correct again! It is really not very hard to select objectives which can be evaluated. If you have followed all directions, the fact that you are reading this page means you have acquired the skill of differentiating between an objective which describes an observable product and one that gives you very few, if any, directions.

As mentioned on page 3, we are concerned with verbs in a very FUNDAMENTAL way. A verb is a part of speech which describes action. Which group,A or B, suggests actions which you can observe?

Column A	Column B
select	understand
name	know
identify	appreciate
solve	learn
compare	grasp
construct	comprehend
distinguish	digest
order	perceive
translate	realize
memorize	decipher
list	relate
write	

If you select Column A, GO TO PAGE 12.

If you select Column B, GO TO PAGE 11.

We are hung up again. How are you going to decide that a student understands, knows, or appreciates, or that he/she has learned?

Could it be that:

1. his/her face will light up?
2. he/she can write something?
3. he/she can solve an equation?
4. he/she can translate French into English?
5. he/she can memorize?

PLEASE RETURN TO PAGE 10 AND READ IT AGAIN.

Column A is the correct choice, because verbs, as words of actions, can define for you what a student should do to demonstrate that he has achieved a desired competency.

A behavioral objective is a statement that tells the student what to do, suggests how to do it, tells him/her what he/she should do it with, and at least suggests why he/she should do it. A behavioral objective tells the observer what it is the student is trying to do, the manner in which he/she is trying to do it, and the materials he/she uses to do it.

The following elements provide the standards for a behavioral objective:

Element	Examples
1. Who?	The student
2. What will he/she do?......................	will write a summary of the factors leading to World War I.
3. What material is to be used?..............	using data from the textbook, class discussion, and student, selected reference materials.
4. Who initiates the action?	in a form or style as requested by the teacher.
5. What are acceptable responses?............	The summary shall contain not less than five factors.
6. Are there special restrictions or requirements?	of which three factors shall have been taken from the materials presented in class. Two factors may represent the student's summary of other factors which may have contributed.

A behavioral objective is an attempt to define clearly and to identify the successful completion of an objective. We are trying to answer the question, "What will a student be like if he/she goes through the curriculum of our school?" To this end, we are defining the performance standards we expect each student to achieve as he/she progresses through a given course, and we are further specifying the perceptible behavioral change we expect of that student as he/she passes through a given sequence. You are now able to pick out behavioral objectives that are correctly written.

EVALUATION OF OBJECTIVES

Select from the following two objectives the one that is a behavioral objective - that is to say, the statement that tells you what to do, how to do it, and with what materials.

A. Develop an appreciation of good music.

B. Given a selection of 20 records, the student shall select 5 records composed by Bach and 5 records composed by Irving Berlin. The student shall select those records from a sequential presentation of all 20 selections given by the teacher. An error range of 0 is required.

If you selected B, you have met the requirements of our first behavioral objective stated for this program.

TURN TO THE NEXT PAGE

If you selected A, go back to the beginning of the program and do it all again.

From the following list, select 5 verbs which convey action which you could observe as student behavior (i.e., you can either see him/her doing the action, or it will produce a result you can observe and evaluate).

select
compute
translate
recite
recall
list
write
construct
solve
name

If you select any 5 of the above list, you have achieved objective number 3 and are behaving in the manner prescribed by this program.

TURN TO THE NEXT PAGE

If you did not select 5 of these, go back to the first page and go through the book again.

A behavioral objective can best be defined by the following statement or statements. (Check all, none, or as many of the following statements that you believe would help to define a behavioral objective.)

1. A behavioral objective suggests what should happen to the learner as a result of instruction. ________
2. A behavioral objective is specific in that it adequately describes what a teacher is trying to do. ________
3. A behavioral objective tells a student what is expected of him/her. ________
4. A behavioral objective suggests to the teacher that observation is important and that the teacher must be sure that the student has achieved the objective. ________

If you checked one or all of these statements, you have achieved objective number 2. You have completed the program.

If you did not check any of these, go back to page 1 and start again and select additional materials supplemental reading from the listing below.

Selected reference list

Books

Mager, The Preparing of Instructional Objectives

Bloom, Handbook I, Cognitive Domain

Bloom, "Improving the Quality of Teaching Experience through the Use of Taxonomy"

Filmstrip

"Vimoet"

BEHAVIORAL OBJECTIVES

DEPARTMENT OF EDUCATION
Bureau of Curriculum Services

Division of Science and Mathematics

Harrisburg, Pa. 17126

A. THE COMPLETE BEHAVIORAL OBJECTIVE SHOULD INCLUDE THE FOLLOWING PARTS:

1. WHO?	The student
2. WHAT PERFORMANCE?	shall construct a triangle
3. WHAT IS ACTED UPON?	using a straightedge, pencil & paper...
4. WHO INITIATES THE ACTION?	when requested to do so by the teacher...
5. WHAT ARE THE ACCEPTABLE RESPONSES?	The figure constructed shall be a recognizable triangle with three angles and three sides ...
6. WHAT ARE THE RESTRICTIONS IN ACCEPTABLE RESPONSES?	and shall not extend beyond the limits of the paper.

B. ACTION VERBS FOR BEHAVIORAL OBJECTIVES

- IDENTIFY
- DESCRIBE
- SORT
- APPLY
- SELECT
- RECOGNIZE
- COMPARE
- DISTINGUISH
- REPLY
- SUMMARIZE
- MEMORIZE
- CONSTRUCT
- NAME
- ARRANGE
- ORDER
- PREDICT
- ORGANIZE
- DEMONSTRATE
- REPAIR
- TRANSLATE
- WRITE
- DETERMINE

C. AMBIGUOUS VERBS TO BE AVOIDED

- APPRECIATE
- LIKE
- UNDERSTAND
- REALLY UNDERSTAND
- KNOW

Action Verb List for Affective Behaviors

selects
chooses
recognizes
participates
challenges
undertakes
seeks
persists
asks
joins
reads
develops
gathers
organizes
visits

investigates
attempts
tries
specifies
offers
proposes
limits
rejects
accepts
consults
compares
concerns
pursues

joins
examines
diagnoses
predicts
synthesizes
questions
queries
inquires
doubts
uses
repeats
hesitates
weighs
considers
analyzes

criticizes
evaluates
tests
delays
qualifies
designs
proposes
adapts
revises
cites
refrains
supports

Qualifying Adverbs for Affective Behaviors

individually
creatively
pleasurably
compassionately
tentatively
reservedly
adequately
humbly

tolerantly
habitually
intuitively
compellingly
frequently
rarely
logically

widely
confidently
willingly
independently
consistently
attentively
enthusiastically